DOCUMENT RESUME

ED 112 614 EC 080 039

AUTHOR Henry, Joan
TITLE Specialized Vocational Training Program Development. Final Report.
INSTITUTION Bristol Township School District, Pa.
REPORT NO R-17-5009
NOTE 369p.

EDRS PRICE MF-$0.76 HC-$18.40 Plus Postage
DESCRIPTORS Child Care; *Curriculum Guides; *Educable Mentally Handicapped; Exceptional Child Education; Home Economics; Job Skills; Mentally Handicapped; *Nonprofessional Personnel; *Prevocational Education; School Services
IDENTIFIERS Pennsylvania (Bristol)

ABSTRACT

The final report of the Bristol Township School District (Pennsylvania) training program for the educable mentally retarded presents instructional units for the areas of preschool education, child care, shipping and receiving, maintenance and food services. It is explained that the project uses school service personnel to supervise students in vocational training situations within the school. Classroom teachers are said to use the manual to help students understand the roles of service personnel. Each unit is color coded and contains daily lesson plans with information on general concepts, behavioral objectives, readings experiences, learning experiences, and student activities. Also provided are separate student activity sheets which can be reproduced for classroom use. Examples of lessons are awareness of body parts and safety on the playground (teaching the preschooler unit); growth and development in early childhood (child care unit); safety aspect of lifting and stacking procedure (shipping and receiving unit); using a time card and ordinary outside house maintenance (maintenance unit); and kitchen equipment (food services unit). (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

BT BRISTOL TOWNSHIP SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED11014

Specialized Vocational Training Program
for the Educable Mentally Retarded

EC080039

FINAL REPORT

PROJECT NUMBER 17-5009

VOCATIONAL EDUCATION

SCHOOL DISTRICT OF BRISTOL TOWNSHIP
Bristol, Pennsylvania

Specialized Vocational Training Program Development

Final Report, Project Number 17-5009
Vocational Education

BOARD OF SCHOOL DIRECTORS

John J. Higgins, President

Martha G. Bell, Vice-President

George Carter
Sylvia Cooper
Salvatore E. Patti
Charles E. Nicholas
Walter Rudzinski
Thomas Walsh
Thomas G. Wright

Jacob E. Dailey, Ed.D., Superintendent

Preface

The Bristol Township School District has had a comprehensive program for handicapped pupils for some time. Included in it has been a work experience program for educable and trainable retarded pupils (without remuneration), and the opportunity to participate in some vocational school programs. Throughout this experience, it was evident that many of these pupils have a combination of mental, physical and emotional handicaps which inhibit their ability to meet success upon entry into these existing vocational training programs. Seldom is a training situation developed to meet their needs. As a result, the pupil faces frustration, boredom, failure, and withdrawal from the vocational training program or loss of job from the work experience situation; the already weak self-image receives another setback and the cycle of failure and frustration continues.

This project was undertaken to satisfy that need. Courses of study and training manuals for a model program have been developed. They utilize available school district service facilities, valuable training stations which are seldom used for that purpose. Implementation of the program is designed for paraprofessionals, under supervision, to carry out.

I am proud to present the product of many hours of work by a dedicated staff. It is something which can be used to help retarded pupils become productive citizens who reap the benefits and joys of dignified work.

Special acknowledgments are extended to:

Project supervisor and coordinator:	Joan Henry Supervisor of Special Education Connie Walker Teacher, Special Education William Watkins Teacher, Special Education
Training Program Supervisors:	
Cafeteria:	Ethel Maywhort, Cafeteria Manager
Child Care:	Nina Lindley and Gerry Marell
Shipping & Receiving:	Pat Dennen
Maintenance:	William Smith

Sincere thanks are extended to Gary Bowman, Supervisor of Practical Arts and VEMUS, for his interest and guidance; to Robert Blocklinger for the photography work in the manuals; and to Marge Rumford's trainable class for collating and binding the manuals for distribution.

The Bristol Township School District offers these programs for general use. They can help satisfy vocational needs of retarded children.

Frank D. Greco
Director of Pupil Personnel

Introduction

It has always been easy to identify the service personnel in any public school who take a sincere interest in the total programming for that building. Perhaps without realizing it, they are the ones who help students (and staff) develop pride in maintaining the school, they make it a pleasure to be served in the cafeteria, and so, as students mature, they somehow sense that "work" is not only important in terms of earning a living and/or serving others, but that it can be a happy experience.

Utilizing these personnel as model employers, this project was designed to create an "in-school" pre-vocational training program by:

1. creating vocational training settings within the school district for those students who were clearly not ready to assume a role in a more traditional work experience program.
2. training these paraprofessional supervisors to become sensitive to the social, emotional, and educational needs of these students.
3. writing training manuals so that classroom teachers could prepare students to understand the roles of employees in food services, child care, shipping and receiving and maintenance positions and how these skills are also needed by any homemaker or homeowner.

We learned that many of the students involved in the project did not understand how to complete the simplest specific tasks or even why it was necessary, and so, these manuals reflect our thinking about what it is students ought to know and understand about each vocational area. We used a format of daily lesson plans, many with separate student activity sheets which can be reproduced using image tone, transparencies or mimeo electronic scanatone stencils. They are color coded to each of the training areas.

white...............food services unit
green...............maintenance unit
blue................shipping & receiving unit
buff................child care unit
yellow.............teaching the pre-schooler unit

Perhaps public schools have not yet realized the vast opportunities which lie within their province to be part of the answer to the challenge of preparing the retarded student for a satisfying and productive career. We hope these manuals will be helpful to other professionals involved in program planning for the vocational training of the handicapped.

Joan Henry
Supervisor of Special Education

TEACHING THE PRE-SCHOOLER

TEACHING THE PRE-SCHOOLER: Who Is The Pre-School Child?

Lesson One

TEACHING THE PRE-SCHOOLER: Who Is The Pre-School Child?

GENERAL CONCEPT:

1. To understand who the pre-school child is and the readiness level of pre-school children.

BEHAVIORAL OBJECTIVES:

1. The student will define the ages and readiness level of pre-school children.

READINESS EXPERIENCES:

1. Who is a pre-school age child?
2. Why are they called "pre-school"?
3. What do you think they do at this age?
4. How does a pre-school age child differ from you?
5. What do you think a pre-school boy might like to do best?
6. What do you think a pre-school girl might like to do best?

LEARNING EXPERIENCES:

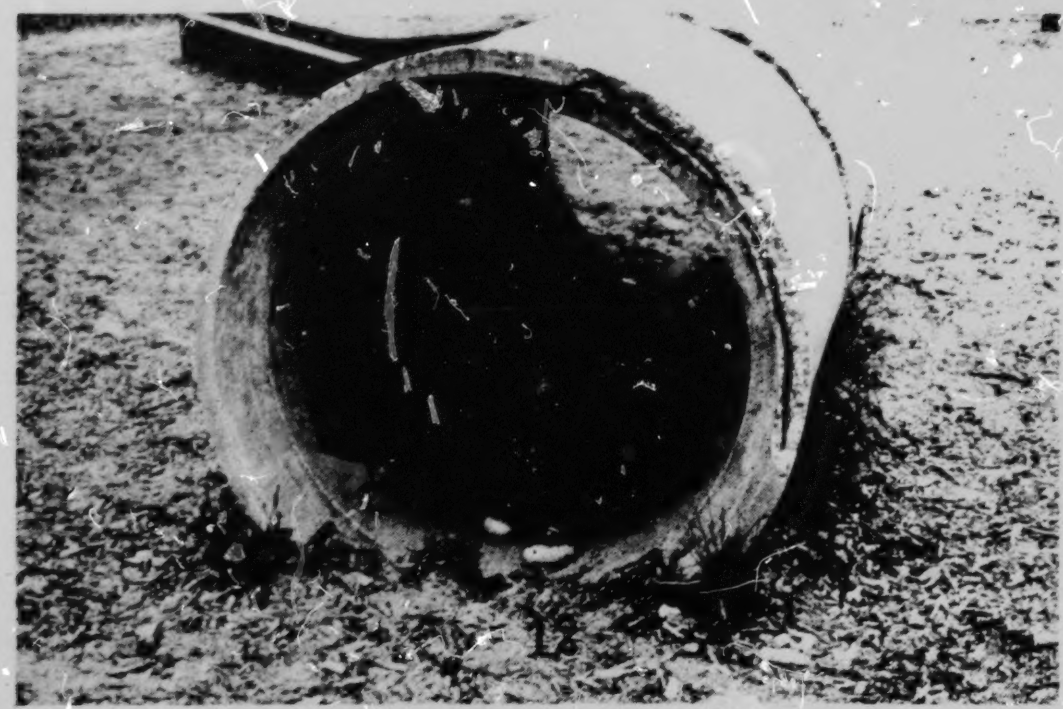
1. List the ages of pre-school children and discuss the general development and needs of each age.
2. Watch a film strip about pre-school age children. (one example . . . "Focus on Children", 26 minutes, Dept. of Child Development, Iowa State University, Aimes, Iowa).
3. Visit a nursery school, day care center and kindergarten class. Discuss what was seen at each level.
4. Summarize the difference between kindergarten and primary children.

STUDENT ACTIVITIES:

1. Have each child bring in photographs of themselves when they were 3,4 or 5 years old. Have them show the class their pictures and tell how they have changed.

2. Role playing (have students demonstrate how a child of 3, 4 or 5 might behave).
3. Make a collage of pre-school children doing various activities.
4. Make a collage of pre-school children of different nationalities, different sizes, etc.

WHO IS THE PRE-SCHOOLER?



Lesson Two

TEACHING THE PRE-SCHOOLER: Awareness Of Body Parts

GENERAL CONCEPT:

1. Teaching young children awareness of their body parts and how they work.

BEHAVIORAL OBJECTIVES:

1. The student will be aware of his own body parts and functions and will be able to teach young children the same skills.

READINESS EXPERIENCES:

1. What are the parts of our body?
2. How do we use the parts of our body?
3. Why is it important for young children to know their body parts?

LEARNING EXPERIENCES:

1. Using diagrams, show the body parts and discuss their functions.
2. Discuss growth. Compare and contrast, using magazine pictures and photographs.
3. Peabody kit
4. Read and discuss books such as, "My Book About Me", by Dr. Seuss.

STUDENT ACTIVITIES:

Students can describe activities which they have enjoyed with pre-school children. They could perform the following activities in the classroom as practice for an experience working with young children, either as a volunteer in the local school district kindergarten or special education program or as a baby sitter.

1. Have each student demonstrate an activity and tell what parts of the body they are using and how they are using the body.
2. "Simon Says" game

TEACHING THE PRE-SCHOOLER: Awareness of Body Parts (Cont.)

3. Have students make diagrams of a young child.
4. Teach the game "Hokey Pokey" and play it for fun.
5. Play the game "Statues".
6. Trace the child's body shape on a large piece of paper, calling attention to height, shape, etc.
7. People puzzle (D. L. M., 3505 North Ashland Ave., Chicago, Ill. 60657)
8. Game "What Did I Touch"
9. Peabody Kit (primary kit) - language naming activity
10. Mirror identification: Child views self in mirror, points out and names own body parts.

Lesson Two

TEACHING THE PRE-SCHOOLER: Awareness Of Body Parts

Answers to Student Activity 2a, Number 1.

1. stomach
2. mouth
3. ankles
4. fingers
5. arms
6. feet
7. heart
8. ears
9. nose
10. eyes
11. head
12. hands
13. toes
14. legs
15. hair
16. brain
17. neck

TEACHING THE PRE-SCHOOLER: Awareness Of Body Parts

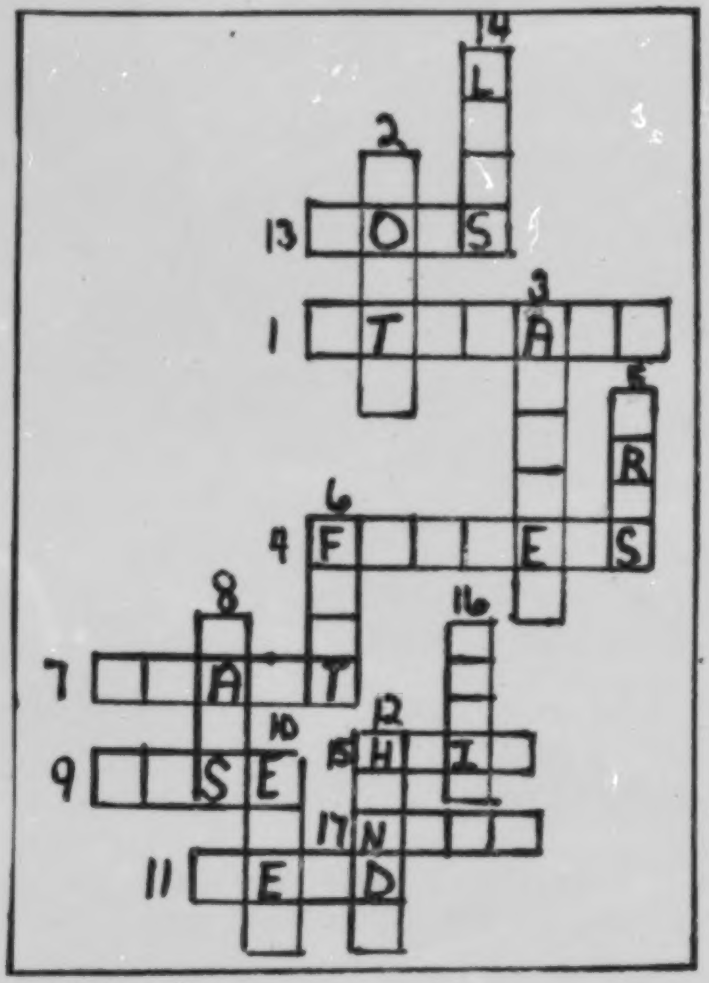
Name ____________________

1. Review the following body parts and fill in the answers to the puzzle below:

head
hands
fingers
toes
feet
arms

legs
hair
nose
ankles
brain
stomach

heart
ears
mouth
eyes
neck



14
L
2
13
O
S
1
T
3
A
5
R
6
4
F
E
S
8
16
7
A
T
12
10
15
H
I
9
S
E
17
N
11
E
D

Student Activity 2a

Lesson Three

TEACHING THE PRE-SCHOOLER: Importance Of Personal Cleanliness And Caring For Oneself

GENERAL CONCEPT:

1. Teaching nursery school children the importance of personal cleanliness and how to care for oneself.

BEHAVIORAL OBJECTIVE:

1. The student will be able to understand why and how we must teach young children personal cleanliness.

READINESS EXPERIENCES:

1. Why is it important to keep clean?
2. How could a teacher make a daily health schedule for children?
3. How can adults set examples for children?

LEARNING EXPERIENCES:

1. List the basic skills a child needs to know to care for himself.
2. Have many cleaning products on display and discuss the use of each.
3. With a large rubber doll, have the student discuss and demonstrate the procedure of bathing a child.

STUDENT ACTIVITIES:

1. Make posters on personal cleanliness that nursery children would understand.
2. A bulletin board could be constructed by students on good health habits for adolescents.
3. Role play - Have students pretend to be baby sitters with a child who does not want to take a bath at bedtime or wash before dinner. What games could be played to make a child want to have good health habits?

TEACHING THE PRE-SCHOOLER: Importance Of Personal Cleanliness And Caring For Oneself (Cont.)

Name ____________________

1. Write a complete sentence, using each word below. Tell why you could use these each day.

1. soap	4. comb
2. nail brush	5. nail clippers
3. tooth paste	6. washcloth

1.

2.

3.

4.

5.

6.

Student Activity 3a

Lesson Four

TEACHING THE PRE-SCHOOLER: Being Able To Dress Oneself

GENERAL CONCEPT:

1. Being able to dress oneself

BEHAVIORAL OBJECTIVE:

1. The student will be able to teach a nursery school child to put on and take off clothing and fasten own clothing, using buttons, snaps, zippers, hooks, buckles, and lace shoes.

READINESS EXPERIENCES:

1. Why do you think it is important for young children to dress themselves?
2. Do you think young children want to be able to dress themselves?
3. How long do you think it takes to teach a young child to dress himself?

LEARNING EXPERIENCES:

1. List the skills a child needs to have in order to dress himself.
2. Discuss each one and decide how you could go about teaching the skill. Using, "Dressy Bessy", role play with another student how you might go about helping a child learn to dress himself.

STUDENT ACTIVITIES:

1. Role play (mother teaching nursery child to button coat, etc.)
2. Have students make simple dressing boards using scrap materials and old zippers, buttons and snaps.
3. Bring children into the classroom or go out to where there are children and have each student teach a child a specific skill related to dressing.
4. Using a child size doll, have one student demonstrate to another student how he would go about teaching a child the various dressing skills.

TEACHING THE PRE-SCHOOLER: Being Able To Dress Oneself (Cont.)

5. Girls might enjoy creating paper dolls to demonstrate words for items of clothing.

6. A collage could be created using pictures of clothing and scraps of material.

Lesson Five

TEACHING THE PRE-SCHOOLER: Teaching Manners And Why We Use Them

GENERAL CONCEPT:

1. Teaching young children what manners are and why we use them

BEHAVIORAL OBJECTIVE:

1. The student will understand what manners are; their importance and why it is important to teach them at an early age.

READINESS EXPERIENCES:

1. What are manners?
2. Why are they important to us?
3. Why are they important to young children?
4. How can adults set examples for young children?
5. Do manners have anything to do with whether a child is called "spoiled" or "brat"?

LEARNING EXPERIENCES:

1. What does the word manners mean? Make a list of situations where you could use good manners.
2. List the times when manners are important. Discuss why.
3. Discuss how other people are affected by the way we behave.
4. Discuss how we are affected by having manners or by a lack of having them.
5. Read books, such as, "What Do You Say, Dear"? * - to practice reading the book to younger children.

STUDENT ACTIVITIES:

1. Role play examples of poor manners and good manners.
2. Provide real experiences, by passing things around the room, as though it was a birthday party in kindergarten.

TEACHING THE PRE-SCHOOLER: Teaching Manners And Why We Use Them (Cont.)

3. Make a good manners scrapbook for young children.

* JOSLIN (DICK BLICK)
P.O. Box 1267
Galasburg, Ill. 61401

TEACHING THE PRE-SCHOOLER: Teaching Manners And Why We Use Them

Name ____________________

1. Fill in the blanks with the correct "Manners" words below:

Thank you

Excuse me

Pardon me

You're welcome

May I

Please

1. __________ for the birthday present.

2. ____________ for walking in front of you.

3. _____________ for bothering you.

4. ___________ come in?

5. Thank you. _______________

6. ____________ have another piece of candy ________?

7. ______________ for the piece of candy.

Student Activity 5a

Lesson Six

TEACHING THE PRE-SCHOOLER: Teaching Children All Forms Of Table Skills

GENERAL CONCEPT:

1. Teaching nursery school age children all forms of table skills, including using proper utensils, manners, food cutting, drinking from a cup without spilling, etc.

BEHAVIORAL OBJECTIVE:

1. The student will be able to understand why proper table skills are important to young children and how to teach these skills to young children.

READINESS EXPERIENCES:

1. Why is it important for young children to know and understand good table manners?

2. What are good table manners?

3. How can adults set good examples for young children?

4. Why is it important to have good manners?

LEARNING EXPERIENCES:

1. List good table manners and discuss how parents and teachers can help teach these skills.

2. Stress:

   a. Using utensils
   b. Chewing correctly with mouth closed
   c. Drinking slowly from a cup
   d. Remaining at the table until all are finished

STUDNET ACTIVITIES:

1. A role playing activity could show a family where manners are not important versus a meal where everyone is polite. Which meal seems most enjoyable? Why?

2. Show an actual child how to cut meat, use a napkin, etc.

3. Have a department tea with students taking responsibility for planning and serving.

4. Have students draw a diagram of the correct way to set a table (silverware, napkin, plate, glass, salad plate, etc.)

Lesson Seven

TEACHING THE PRE-SCHOOLER: Safety On The Playground

GENERAL CONCEPT:

1. Nursery school safety on the playground

BEHAVIORAL OBJECTIVES:

1. The student will be aware of the dangers to nursery school children on the playground and how they can help prevent them.

READINESS EXPERIENCES:

1. What kinds of things do you find on a nursery school playground?
2. How could these things be dangerous?
3. What rules do you think should be in effect on a nursery school playground?
4. Can children be trusted on playground equipment without supervision?

LEARNING EXPERIENCES:

1. Visit a nursery school playground.
2. Discuss simple first aid rules and procedures in case of accidents on the playground. Have any children been hurt on your elementary school playground? How?
3. After visiting a nursery school, have students make a list of safety rules to follow.

STUDENT ACTIVITIES:

1. Make a bulletin board for a nursery school, demonstrating safe practices to follow.
2. Make a first aid booklet that a child could understand.
3. Make a list of key people in the school to call and procedures to use if an emergency occurs.

TEACHING THE PRE-SCHOOLER: Safety On The Playground

Answers to Student Activity 7a, Number 2.

1. wait
2. caution
3. beware of dog
4. prohibited
5. polluted
6. walk
7. close
8. fire
9. fire alarm
10. deep water
11. fire alarm
12. out
13. left
14. slippery when wet
15. flammable
16. school crossing
17. right
18. fire escape
19. keep off
20. emergency
21. push
22. explosives
23. drugs
24. fallout shelter
25. construction

TEACHING THE PRE-SCHOOLER: Safety On The Playground

Name ____________________

1. Review the following safety terms:

1. danger
2. fire
3. emergency
4. drugs
5. poison
6. close
7. high voltage
8. push
9. walk
10. out
11. prohibited
12. keep off
13. explosives
14. polluted
15. beware of dog
16. fire alarm
17. warning
18. flammable
19. caution
20. construction
21. school crossing
22. left
23. right
24. wait
25. fallout shelter
26. safety zone
27. fire alarm
28. fire escape
29. slippery when wet
30. deep water

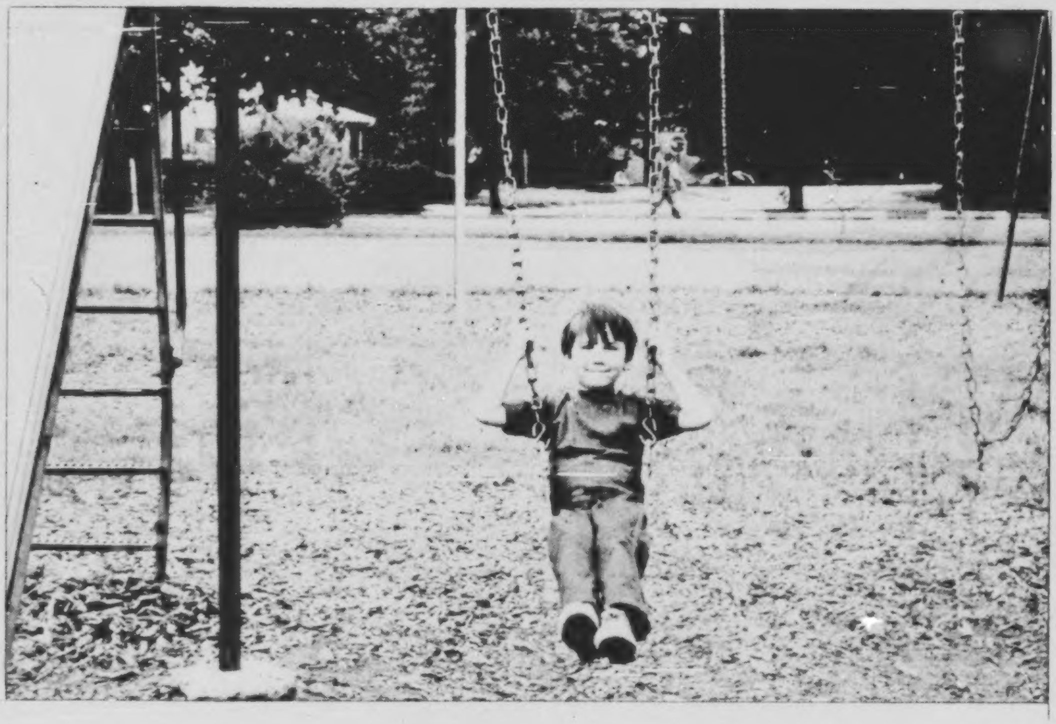
2. Using the above terms, fill in the missing letters in the following words:

1. _ a _ t
2. _ au _ i _ _
3. _ ew _ _ _ _ f _ _ g
4. _ r _ h _ b _ _ _ d
5. _ _ l _ _ t _ d
6. _ _ lk
7. _ _ os _
8. _ _ re
9. _ i _ e _ l _ _ m
10. _ ee _ _ _ t _ r
11. _ _ re _ l _ _ m
12. o _ _
13. _ _ ft
14. _ _ _ pp _ _ _ _ h _ n

_ e _

15. _ l _ m _ _ b _ _
16. _ c _ _ _ l _ r _ ss _ _ _
17. _ _ g _ t
18. _ _ r _ _ sc _ p _
19. _ ee _ _ _ f
20. _ m _ rg _ _ _ y
21. _ u _ h
22. _ x _ _ o _ _ v _ s
23. _ _ ug _
24. _ _ l _ o _ t _ h _ _ t _ _
25. _ _ n _ _ r _ c _ i _ _

TEACHING THE PRE-SCHOOLER: Safety On The Playground

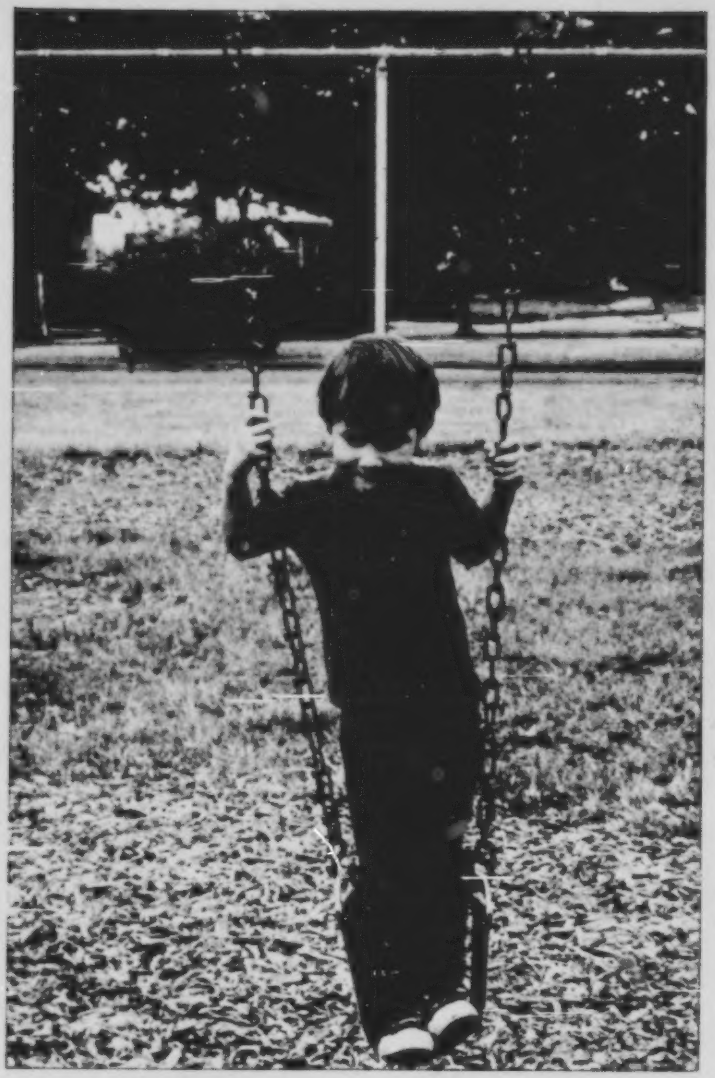


RIGHT WAY TO SWING

1. Identify the piece of playground equipment.

2. Is the boy using the equipment correctly?

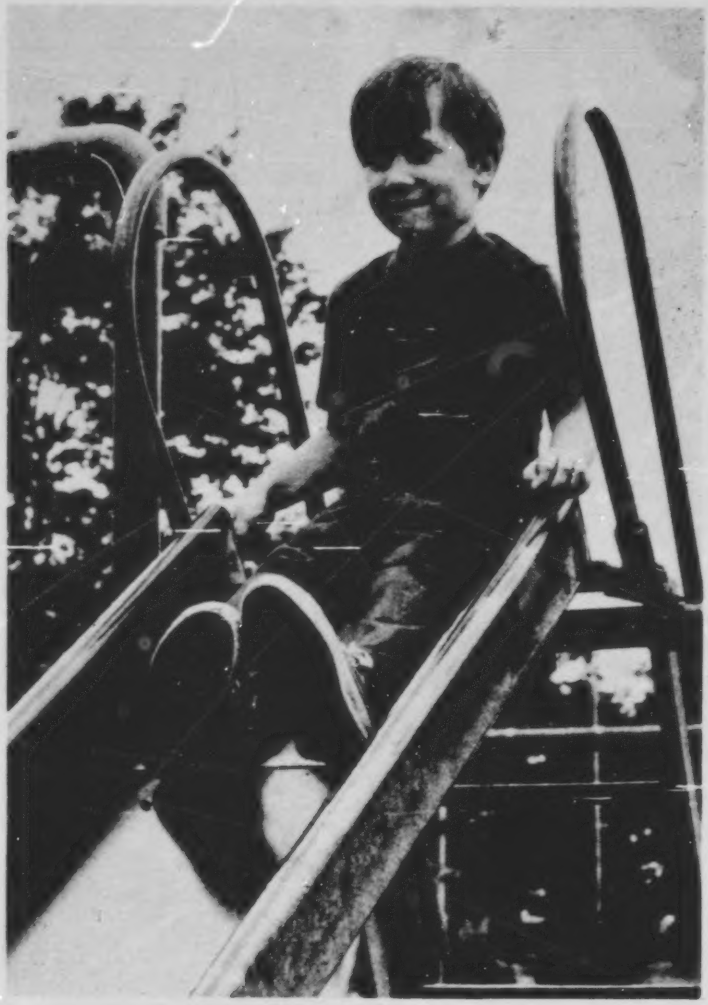
TEACHING THE PRE-SCHOOLER: Safety On The Playground



WRONG WAY TO USE A SWING

1. What do you think of this picture?
2. What would you do if you were helping on this playground?

TEACHING THE PRE-SCHOOLER: Safety On The Playground

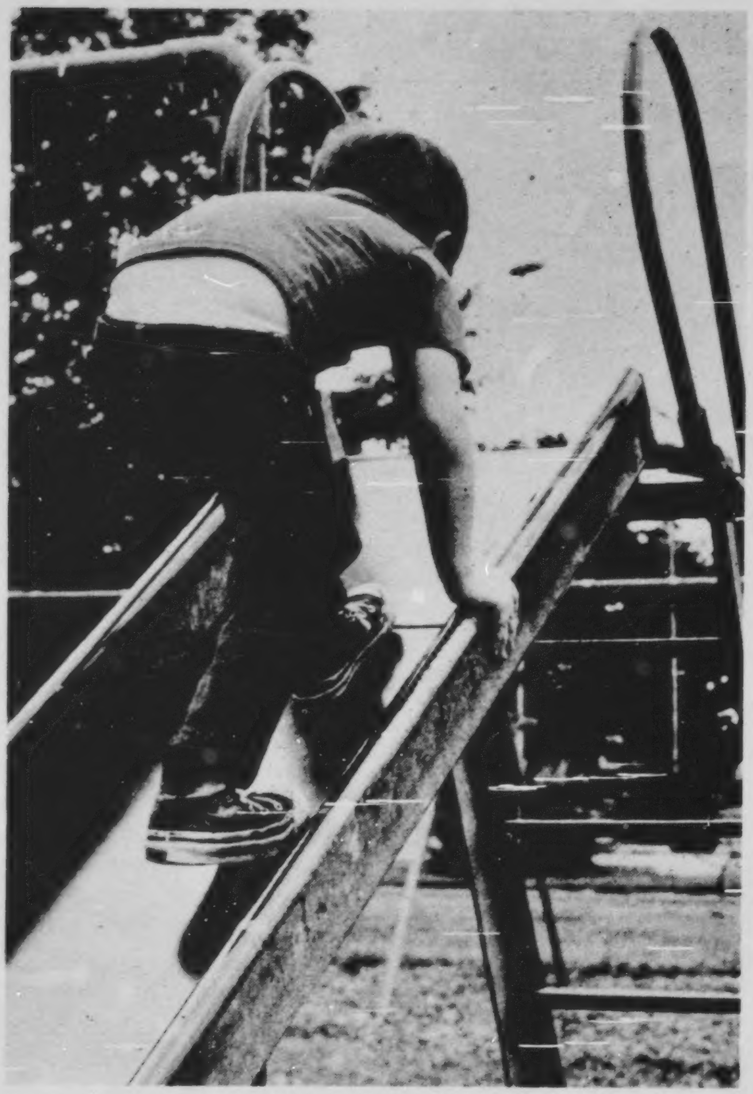


RIGHT WAY TO USE A SLIDE

1. Identify the piece of equipment.

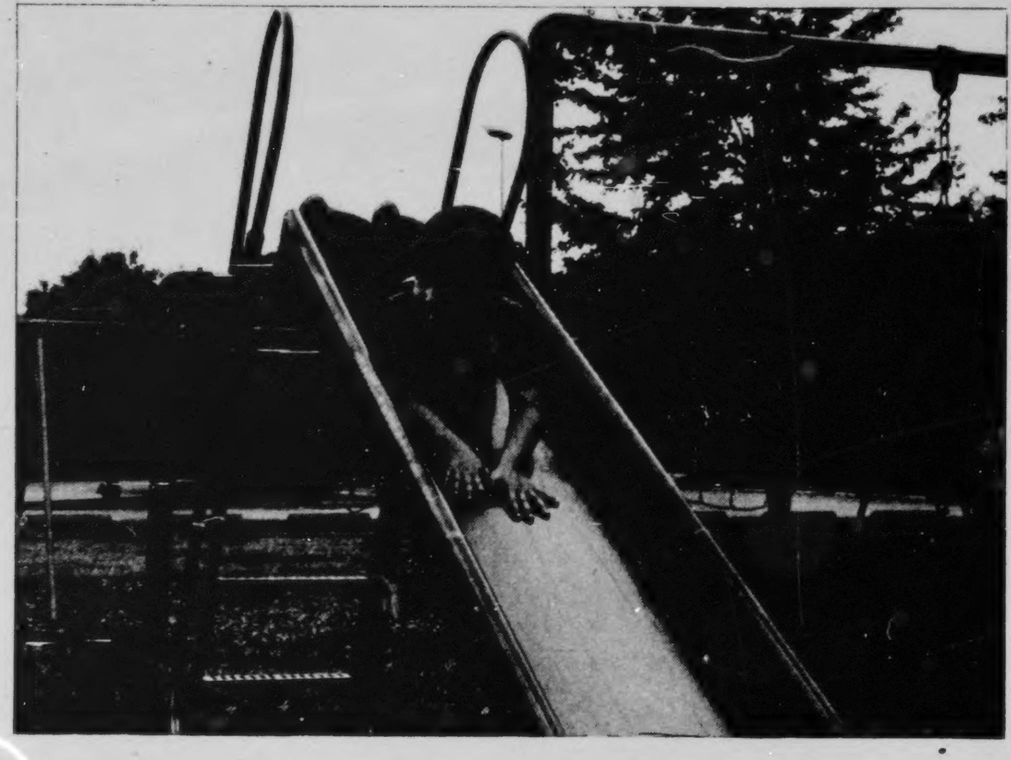
2. Is the boy using the slide correctly?

TEACHING THE PRE-SCHOOLER: Safety On The Playground



WRONG WAY TO USE A SLIDE

1. Why is this the wrong way to use a slide?
2. What would be the right way to climb up the slide?



WRONG WAY TO USE A SLIDE

1. Why could going down the slide like this be dangerous?

2. What would be a better way to go down the slide?

Lesson Eight

TEACHING THE PRE-SCHOOLER: Gross Motor Performance

GENERAL CONCEPT:

1. Gross motor performance

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist nursery school children in activities, such as finger painting, easel painting, crayon drawing and modeling clay.

READINESS EXPERIENCES:

1. What kinds of things should we be able to do before we can use finger paints, paint brushes, clay, crayons, etc.?
2. Which things do you find the easiest to use? Hardest?
3. Which do you enjoy doing the most? Which do you remember enjoying the most when you were little?

LEARNING EXPERIENCES:

1. Talk about the different activities that can be done with the mediums mentioned.
2. Discuss why some children might find it difficult to do some or all of the activities mentioned.
3. Bring in finger paints, paper, poster paints, brush, paper, crayons, modeling clay, etc. Discuss proper use of all and let students use each.
4. What must be done after all of these activities? (Emphasize importance of cleaning up).

STUDENT ACTIVITIES:

1. Prepare coloring books for nursery school children to use.
2. Using supply catalog, have students choose proper material for these activities.
3. Role play - demonstrating use of materials to another student.
4. Remembering the unit on child care, students could discuss why some children are more "artistic", "capable" and "creative" than others.

Lesson Nine

TEACHING THE PRE-SCHOOLER: Fine Motor Performance

GENERAL CONCEPT:

1. Fine motor performance

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist nursery school children with activities, such as dancing, puzzles, finger plays, cutting and lacing.

READINESS EXPERIENCES:

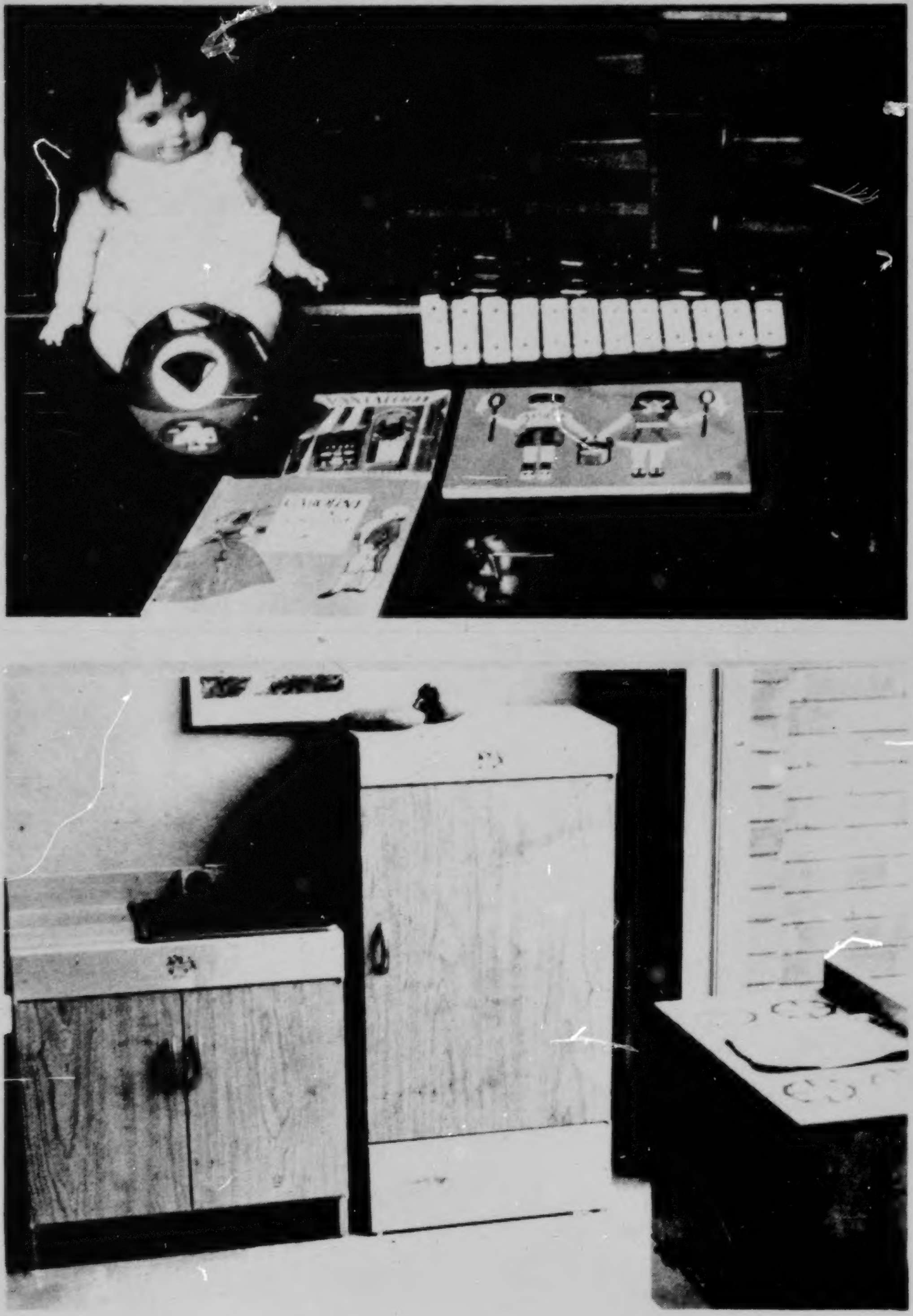
1. What do we need to know before we can trace, use puzzles, do finger plays, use scissors, etc.?
2. What are finger plays?
3. What do you think five-year olds enjoy doing the most?

LEARNING EXPERIENCES:

1. Discuss each activity mentioned and the skills involved and why some children might find the activity difficult.
2. Discuss and demonstrate the activity that can be done with each medium mentioned.

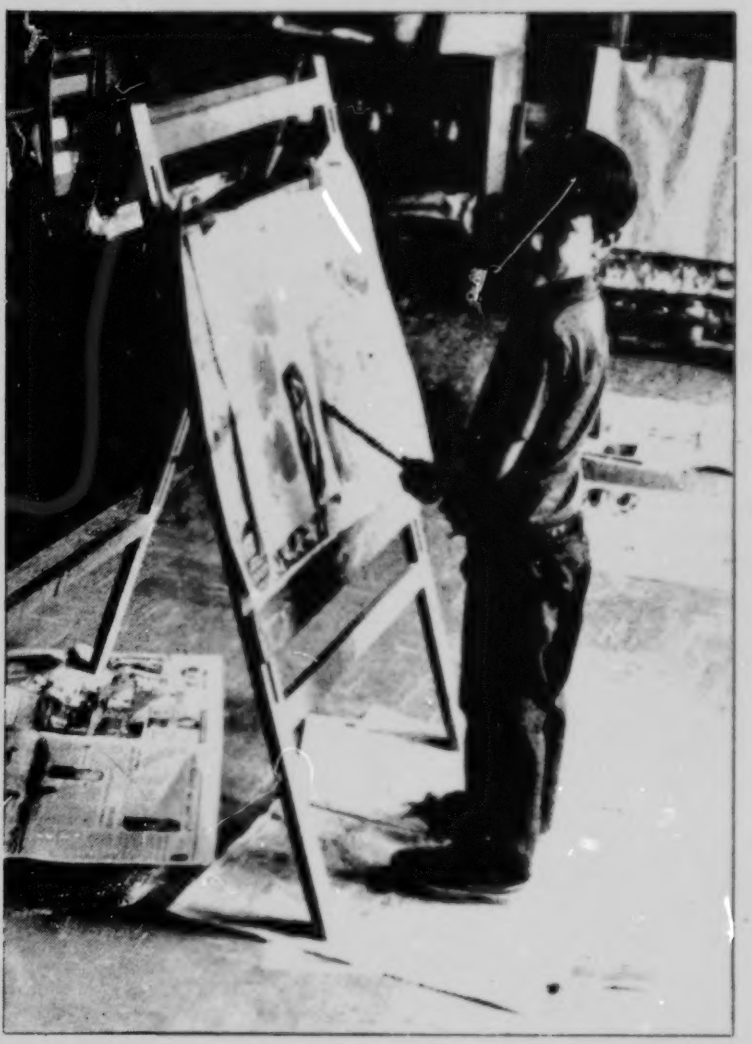
STUDENT ACTIVITIES:

1. Have the students make up paper dolls and other sheets for pre-schoolers to practice cutting skills.
2. Teach finger plays from books, such as "Let's Do Finger Plays", Marion F. Grayson - Robert B. Luce, Inc., Washington.
3. Students could mount pages from coloring books with broad black lines and then help young children trace the design using tissue paper.



PRE-SCHOOL TOYS

TEACHING THE PRE-SCHOOLER: Fine Motor Performance



1. What do you think is going to happen?
2. What would you tell the boy to do if you were helping in his classroom?

Lesson Ten

TEACHING THE PRE-SCHOOLER: Teaching Sounds Around Us

GENERAL CONCEPT:

1. Teaching a child the different sounds around him

BEHAVIORAL OBJECTIVE:

1. The student will be able to help a pre-schooler become familiar with the sounds around him.

READINESS EXPERIENCES:

1. Name the sounds you hear in the room.
2. What morning sounds do you hear? Night sounds?
3. What sounds do we become used to, so that we don't realize they are still present.

LEARNING EXPERIENCES:

1. Play a sound record, such as Vol. I, Training In Sound Discrimination, Concept Records, Box 524, North Bellmore, N.Y. Have student identify the sounds; then practice teaching a lesson to young children.
2. When might we hear these? Where? How might children react?
3. Demonstrate rhythm band - instruments and practice various activities which could be presented to young children.

STUDENT ACTIVITIES:

1. Make pictures of different animals, so that young children could tell the noises or sounds they would make.
2. Play instruments, contrasting the sounds of instruments.
3. Let's Listen (Educational Record Sales, 5005 Douglas Street, Segundo, Cal.) - listening games, teaching imitation and games through records.
4. Talking books (show how to operate talking books).

a. Mother Goose Nursery Rhymes, Audio Creations,
235 Broadway, Milbrae, Cal.

5. Play instruments - rattle, drum, bell, horn, whistle, etc. The students could turn when they hear the instrument behind their back, or with eyes closed, they could be taught to "hear" and point to the position in the room where instrument is played.

Lesson Eleven

TEACHING THE PRE-SCHOOLER: Recognition of Farm And Zoo Animals

GENERAL CONCEPT:

1. Recognition of farm and zoo animals and awareness of the sound they make.

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist nursery school children in identifying different farm and zoo animals.

READINESS EXPERIENCES:

1. Name some farm animals.
2. Name some zoo animals.
3. What do you think is the difference between a farm animal and a zoo animal?
4. Why might we want children to know about these animals?
5. When can animals help us?

LEARNING EXPERIENCES:

1. List some farm animals and their function on the farm. Use pictures and records depicting farm animal's sounds.
2. List some zoo animals using Scott Forsman and Co. Talk Starters, At The Zoo, to illustrate talk.

STUDENT ACTIVITIES:

1. Teach students children's songs about animals, so they will be able to teach nursery children (Ex. - Farmer In The Dell).
2. Make "animal" posters and scrap book for a class of pre-schoolers.
3. Visit a farm, zoo or pet shop and, using a tape recorder, record animal sounds.
4. Students could practice using Instructo materials, such as: Farm Animals and Babies, Zoo Animals, A Day At The Zoo or Visiting The Farm.

5. Students could ask a librarian to show them books about animals, written for young children, and could practice reading a book to a child, using creative sound effects to illustrate the animal.

TEACHING THE PRE-SCHOOLER: Recognition of Farm And Zoo Animals

Name ________________

1. Review the following animals:
    1. bear
    2. chicken
    3. lion
    4. tiger
    5. pig
    6. kitten
    7. monkey
    8. cow
    9. horse
    10. zebra
    11. giraffe
    12. duck
    13. elephant
    14. snake
    15. rhinocerous
    16. dog
    17. alligator
    18. pony
    19. lizard
    20. mouse

2. From the above words, list the animals that you would most likely find on a farm.

3. From the above words, list the animals that you would probably find at a zoo.

Student Activity 11a

Lesson Twelve

TEACHING THE PRE-SCHOOLER: Teaching The Concept of Morning, Noon And Night

GENERAL CONCEPT:

1. Teaching nursery school age children the concept of morning, noon and night

BEHAVIORAL OBJECTIVE:

1. The student will be able to understand why these concepts are important for young children to know and how they can teach these concepts to young children.

READINESS EXPERIENCES:

1. How do we know when it is morning and night?
2. What activities would a young child associate with:
   a. morning
   b. noon
   c. evening

LEARNING EXPERIENCES:

1. List typical activities we do during the morning, noon-time, and night. Which are also part of a young child's experiences?
2. Present the words morning, evening and noon-time. Have the students match the word to a picture showing an activity which a child could associate with each time.

STUDENT ACTIVITIES:

1. Have students make posters about these times, that a nursery school age child will understand.
2. Students could offer to make a bulletin board for a kindergarten or nursery school class, showing these times.

Lesson Thirteen

TEACHING THE PRE-SCHOOLER: Seasons

GENERAL CONCEPT:

1. Seasons

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist a nursery school child in identifying the four seasons.

READINESS EXPERIENCES:

1. What are the four seasons? How could you help children remember them?
2. What kind of weather do we have in each season?
3. What kinds of activities can be enjoyed in each season?
4. What holidays do children associate with each season? Adults?

LEARNING EXPERIENCES:

1. List each season and discuss activities for each one.
2. Show typical pictures of each season and have a student identify it and tell how they were able to make the identification. Do students think a young child will be able to do this?
3. What is different about Christmas and Easter? Elicit responses from children, drawing out the weather and temperature concept.

STUDENT ACTIVITIES:

1. Make a season collage.
2. Make a season bulletin board.
3. Have a student do pantomime of a typical seasonal activity and have other students guess the activity and season.

Name ____________________

1. Fill in the blanks with the correct season.

Winter

Spring

Summer

Fall

1. The leaves turn colors in the ____________.
2. The leaves fall from the trees in the ___________.
3. Tulips grow in the __________.
4. The trees have no leaves in the __________.
5. It is very hot in the ___________.
6. Leaves start to grow on the trees in the _________.
7. It gets cold and sometimes snows in the _________.
8. We go swimming in the __________.
9. We go ice-skating in the ___________.
10. Christmas comes in the ____________.
11. Basketball is usually played in the __________.
12. Football is usually played in the ___________.
13. Baseball is usually played in the ____________.

TEACHING THE PRE-SCHOOLER: Teaching Ninth Graders To Read Orally To Nursery School Children

GENERAL CONCEPT:

1. Teaching ninth graders to read orally to nursery school children

BEHAVIORAL OBJECTIVE:

1. By developing self-confidence in reading orally, students will be able to read to nursery school students.

READINESS EXPERIENCES:

1. Do you like to read?
2. Why is it important to read?
3. What kinds of stories might nursery school students enjoy hearing?

LEARNING EXPERIENCES:

1. Read a story with expression to the class.
2. Have them discuss what they liked about the story.
3. Read a story to the class in a monotone. Have the class discuss what was poor about it.
4. Prepare a list of stories that a nursery school student might like to hear.

STUDENT ACTIVITIES:

1. Have each child read a story aloud with expression.

TEACHING THE KINDERGARTEN CHILD

TEACHING THE KINDERGARTEN CHILD: Who Is The Kindergarten Child?

GENERAL CONCEPT:

1. To understand who the kindergarten child is and the readiness level of most kindergarten children.

BEHAVIORAL OBJECTIVE:

1. The student will understand the capabilities, interests and needs of the kindergarten child.

READINESS EXPERIENCES:

1. Who is a kindergarten age child?
2. What do you think they can do at this age?
3. How does a kindergarten child differ from you?
4. What do you think a kindergarten boy might enjoy doing at this age?
5. What do you think a kindergarten girl might enjoy best at this age?

LEARNING EXPERIENCES:

1. Watch a film strip about kindergarten age children, such as "Focus on Children", (26 minutes, black and white, Dept. of Child Development, Iowa State University, Aimes, Iowa).
2. Visit a kindergarten class. Discuss what was seen.
3. Summarize difference between a pre-school and a kindergarten youngster.

STUDENT ACTIVITIES:

1. Have each child bring in photographs of themselves when they were 5 or 6 years old. Have them show the class their pictures and tell how they have changed.
2. Students could role play how 5 year olds act in different situations.
3. Students could create a collage of kindergarten children doing various activities.
4. Students could create a collage of kindergarten children of different nationalities, sizes, etc.

Lesson Two

TEACHING THE KINDERGARTEN CHILD: Conveying Basic Personal Facts

GENERAL CONCEPT:

1. Conveying basic personal facts

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist a 5 year old in giving his name, age, address and telephone number.

READINESS EXPERIENCES:

1. When do you, as an adult, have to know your age, address and telephone number.
2. When might it be important for a 5 year old to know this information?
3. Do you remember being lost as a child? How were you found?

LEARNING EXPERIENCES:

1. Present situations when this information is important and discuss the steps in teaching a kindergarten child this information.
2. Students could practice playing a game with a child where he pretends to be lost and student pretends to be a storekeeper or any adult.

STUDENT ACTIVITIES:

1. Have students go to kindergarten and use their own method for teaching basic personal information.
2. Use Mafax Co. materials, such as Horrah For Me. Have students practive working with this program for presentation to kindergarten class.
3. Have students make posters showing places where children could be lost. Would children do different things if lost in different places (woods versus store, etc.)

Name ____________________

Basic Personal Facts

1. My name is _________________________.

2. I live at __________________________.

3. I live in the town of ____________________.

4. My zip code is _________________.

5. My telephone number is _________________.

6. Write your name, address and telephone number, as though you were asked to put it on an application.

Student Activity 2a

Lesson Three

TEACHING THE KINDERGARTEN CHILD: Family Relationships

GENERAL CONCEPT:

1. Teaching children to understand the relationship of family members

BEHAVIORAL OBJECTIVE:

1. Can name members of family

READINESS EXPERIENCES:

1. How many people are in your family?

2. Are all families the same size? How can they differ?

LEARNING EXPERIENCES:

1. Discuss importance of a family. Read book: *Are You My Mother?* *

2. Discuss what a family is.

3. Match the name word with the picture of a person in their family.

4. Role play each member of the family from the bread-winner to chores and inner family kindness.

STUDENT ACTIVITIES:

1. Have student bring pictures of their immediate family or draw a picture of their family naming each one.

2. Start a family bulletin board.

3. Use family and home cards from the Peabody Language Development Kit.

4. Instructo - *Members Of The Family* and *My Home And Family*

5. Sesame Street book - "Who Are The Members Of Your Family"

6. Sesame Street record - Individual Song - "Who Are The Members Of My Family"?

7. Show students how to draw a family tree. This may help with the Student Activity which accompanies this lesson.

* Dick Blick
P.O. Box 1267
Galasburg, Ill. 61401

TEACHING THE KINDERGARTEN CHILD: Family Relationships

Name ____________________

1. Review the following family words:

1. mother
2. father
3. son
4. daughter
5. grandmother
6. grandfather
7. aunt
8. uncle
9. cousin
10. niece
11. nephew
12. great-grandmother
13. great-grandfather
14. sister
15. brother

2. Using the family words above, find the answers to the following:

1. Your mother's sister ____________________
2. Your mother's father ____________________
3. Your mother's son ____________________
4. Your aunt's daughter ____________________
5. Your uncle's son ____________________
6. Your sister's daughter ____________________
7. Your brother's son ____________________
8. Your father's grandfather ____________________
9. Your father's daughter ____________________
10. Your mother's grandmother ____________________

Student Activity 3a

Lesson Four

TEACHING THE KINDERGARTEN CHILD: Strengthening Ability To Follow Directions

GENERAL CONCEPT:

1. To strengthen ability to follow directions

BEHAVIORAL OBJECTIVE:

1. The student will work with a kindergartener on strengthing ability to follow directions.

READINESS EXPERIENCES:

1. Why might it be important for a kindergartener to follow directions? When will he use them?

2. Have the students name the games they played when they were children. List one which kindergarteners might enjoy. Make up 3 by 5 card file of games to play with the directions clearly explained.

LEARNING EXPERIENCES:

1. Have students list some directions a kindergarten child might have to follow.

2. Compile a list and practice wording them for each other.

3. Watch the film strip Listen and These Sounds Are About You (Record Filmstrip) Guidance Associates, Pleasantville, N.Y.

STUDENT ACTIVITIES:

1. Give directions to various places in the school building.

2. Make a map of important places in the school building.

3. List of directions for kindergarten children - Print and illustrate cards with each.

4. Play a game - Find The Object. Give each student 4 directions to follow. He should end up at the correct spot.

5. Have each student prepare a game to present to the class. They will be judged by how clearly they explain the rules or directions of the game - (may use black-board).

TEACHING THE KINDERGARTEN CHILD: Strengthening Ability To Follow Directions

Name ____________________

1. Print each of these on a large strip of cardboard. Make small pictures to go on each.

   1. Wash Your Hands
   2. Hand Up Your Coat
   3. Put Away The Blocks
   4. Walk - Don't Run
   5. Share Your Toys
   6. Eat All Your Lunch
   7.
   8.
   9.
   10.

Student Activity 4a

Lesson Five

TEACHING THE KINDERGARTEN CHILD: Community Awareness

GENERAL CONCEPT:

1. Community awareness

BEHAVIORAL OBJECTIVE:

1. The student will be able to understand the meaning of basic safety signs (red light, yellow light, green light, stop sign, etc.) and be able to understand why they are important in their daily lives.

READINESS EXPERIENCES:

1. What are some safety signs you see on roadways and streets?
2. Which signs make the best impression on you?
3. Is the meaning always clear even to people who don't read?
4. Do you think it is important to understand them if one doesn't drive?

LEARNING EXPERIENCES:

1. List safety signs or draw them and discuss their functions.
2. Discuss bicycle safety signals.
3. Use flash cards and have students identify signs on sight.
4. Discuss pedestrian safety.

STUDENT ACTIVITIES:

1. Make your own safety signs.
2. Practice role playing a teaching situation such as giving signals. What do you do when the light is green, etc.?
3. Set up a road way in classroom, using safety signs made by students and have kindergarten students use the road way and obey signs and signals.
4. Have crossing guard, policeman or safety patrol

student come in to speak to the class on how they help young children learn safety.

TEACHING THE KINDERGARTEN CHILD: Community Awareness

Answers to Student Activity 5a, Number 2.

1. gentlemen
2. for sale
3. telephone
4. post office
5. cashier
6. underpass
7. park
8. ladies
9. help wanted
10. meat market
11. dentist
12. no trespassing
13. bus stop
14. police
15. elevator
16. handle with care
17. street
18. bridge
19. for rent
20. private property
21. exit
22. school
23. town
24. railroad station
25. airport
26. doctor
27. hospital
28. barber
29. wet paint
30. restaurant
31. no smoking
32. quiet zone
33. dead end
34. out of order
35. reserved

TEACHING THE KINDERGARTEN CHILD: Community Awareness

1. Review the following community awareness terms:

1. police
2. school
3. bus stop
4. doctor
5. exit
6. hospital
7. dentist
8. no trespassing
9. private property
10. meat market
11. no smoking
12. out of order
13. quiet zone
14. wet paint
15. reserved
16. dead end
17. restaurant
18. cashier
19. bridge
20. railroad station
21. airport
22. underpass
23. post office
24. barber
25. park
26. street
27. town
28. telephone
29. elevator
30. for rent
31. for sale
32. handle with care
33. ladies
34. gentlemen
35. help wanted

2. From the words above, unscramble the following words:

1. tnegelenm
2. rof laes
3. leetphnoe
4. stop fofcei
5. shaceri
6. drenupsas
7. krap
8. seidal
9. lpeh newtde
10. aetm ramtek
11. ndettsi
12. on rtsepssangi
13. sub tspo
14. ceilop
15. eelavrto
16. nahled thiw reac
17. tsrtee
18. gedirb
19. rof nter
20. etavirp
21. xtie
22. chsloo
23. wnto
24. daorliar ttasnoi
25. torpira
26. codrot
27. pshoilat
28. rbbare
29. tew aintp
30. setruarnta
31. on mosknqi
32. uiteq noez
33. ddea nde
34. uto fo rdreo
35. devresre

Student Activity 5a

Lesson Six

TEACHING THE KINDERGARTEN CHILD: Recognizing Community Helpers

GENERAL CONCEPT:

1. Being able to recognize community helpers and knowing their service in the community

BEHAVIORAL OBJECTIVE:

1. The student will be aware of community helpers and their functions and be able to assist five year olds in understanding this concept.

READINESS EXPERIENCES:

1. Who are community helpers?
2. Why do we need community helpers?
3. Why is it important for five year olds to know about these helpers?
4. When do they help us? As children? As adults?

LEARNING EXPERIENCES:

1. List community helpers; discuss their job and when we need their help. What qualifications are needed for each job?
2. Discuss what community helpers would be most important for a five year old to be familiar with. Why?
3. Have community helpers come in to speak to students and answer questions about their concerns for young children.

STUDENT ACTIVITIES:

1. Visit where community helpers work and find out what they like best about their job.
2. Role play - A child is lost. Who does he ask for help and what information does one give operator for help. Practice dialing operator for help.
3. Plan a pantomime activity for young children.
4. Make posters about community helpers.
5. Make a "Hat Tree" for use in a nearby kindergarten.

Collect hats representing workers in the community.

6. Have students ask an elementary teacher what materials she likes to use to teach these concepts. Practice using these materials.

Lesson Six

TEACHING THE KINDERGARTEN CHILD: Recognizing Community Helpers

Answers to Student Activity 6a, Number 2.

1. doctor
2. lifeguard
3. grocer
4. garbage collector
5. plumber
6. electrician
7. milkman
8. fireman
9. policeman
10. lawyer
11. social worker
12. paper boy
13. mailman
14. teacher
15. food checker
16. telephone man

TEACHING THE KINDERGARTEN CHILD: Recognizing Community Helpers

Name ____________________

1. Review the following community helpers and tell why each is important to us.

    1. milkman
    2. mailman
    3. policeman
    4. garbage collector
    5. fireman
    6. social worker
    7. grocer
    8. teacher
    9. doctor
    10. lawyer
    11. paper boy
    12. lifeguard
    13. plumber
    14. electrician
    15. telephone man
    16. food checker

2. Fill in the blank letters in the words for community helpers:

    1. _ _ ct _ _
    2. _ _ f _ g _ a _ _
    3. gr _ _ _ _
    4. _ a _ b _ g _ _ _ ll _ _ _ _ r
    5. p _ _ m _ _ _
    6. _ l _ _ t _ _ _ i _ _
    7. _ _ l _ m _ _
    8. _ ir _ _ a _
    9. _ o _ _ c _ _ _ _
    10. _ _ wy _ _
    11. _ _ c _ _ _ w _ _ k _ _
    12. p _ p _ _ _ _ y
    13. _ _ i _ m _ _
    14. _ e _ c _ _ r
    15. _ oo _ ch _ _ _ er
    16. t _ _ _ ph _ _ _ m _ _

Student Activity 6a

Lesson Seven

TEACHING THE KINDERGARTEN CHILD: Nutrition In Our Daily Lives

GENERAL CONCEPT:

1. Nutrition in our daily lives

BEHAVIORAL OBJECTIVE:

1. The student will understand what good nutrition is and why it is important to everyone.

READINESS EXPERIENCES:

1. What does nutrition mean?
2. Why is good nutrition important?
3. What is an example of a nutritious breakfast, lunch, or dinner?
4. What is "junk food"?
5. Why do we call it "junk food"?
6. Why do so many families spend so much of their food budget for "junk food"?

LEARNING EXPERIENCES:

1. Present the concept of the "basic five" food groups. Identify and discuss each group.
2. Contrast "junk food" snacks and nutritious snacks.
3. Discuss the vitamins and minerals in nutritious foods and how they help our bodies grow.

STUDENT ACTIVITIES:

1. Using old magazines, have students put together proper snacks and meals.
2. Using restaurant menus, have them choose their meal; least cost and most food value.
3. Make a "basic five" bulletin board for a kindergarten class.

TEACHING THE KINDERGARTEN CHILD: Nutrition In Our Daily Lives

Name ______________________

1. Review the following types of foods and nutritional terms:

    1. meat
    2. bread
    3. milk
    4. vegetable
    5. fruit
    6. ice cream
    7. salad
    8. cheese
    9. soup
    10. sundae
    11. fish
    12. cereal
    13. eggs
    14. juice
    15. poultry
    16. vitamin
    17. iron
    18. minerals
    19. calorie
    20. starch
    21. fats

2. Using at least 13 of the first 15 words above, plan 3 meals . . . breakfast, lunch and dinner.

Breakfast	Lunch	Dinner

3. Write one good sentence for words 16 to 21 above:

16.

17.

18.

19.

20.

21.

Student Activity 7a

TEACHING THE KINDERGARTEN CHILD: Different Types Of Clothing

GENERAL CONCEPT:

1. Teaching children to identify different types of clothing

BEHAVIORAL OBJECTIVE:

1. Student will be able to identify different types of clothing and when it is appropriate to wear them.

READINESS EXPERIENCES:

1. Tell what the seasons are and why it is important to change your type of clothing at various seasons.

2. How might a child feel if he was dressed inappropriately? How could it cause problems for him at school?

LEARNING EXPERIENCES:

1. Discuss why you wear clothes.

2. List different kinds of clothing and what animals it comes from.

3. Is it appropriate to wear a fur coat in the summer? In what ways would inappropriate clothing cause problems for kindergarten children?

4. Why is it important to keep clothing clean and in good repair?

STUDENT ACTIVITIES:

1. Cut out pictures of different clothing.

2. Have each child tell what they have on and if they think it's appropriate for the weather.

3. Cut out pictures of different kinds of weather scenes, with people wearing the appropriate clothing.

4. Stanwix House, Inc. - Play and Say Cards.

5. Game: Teacher describes clothing of student; class guesses who is wearing it.

Lesson Eight

TEACHING THE KINDERGARTEN CHILD: Different Types Of Clothing

Answers to Student Activity 8a, Number 1.

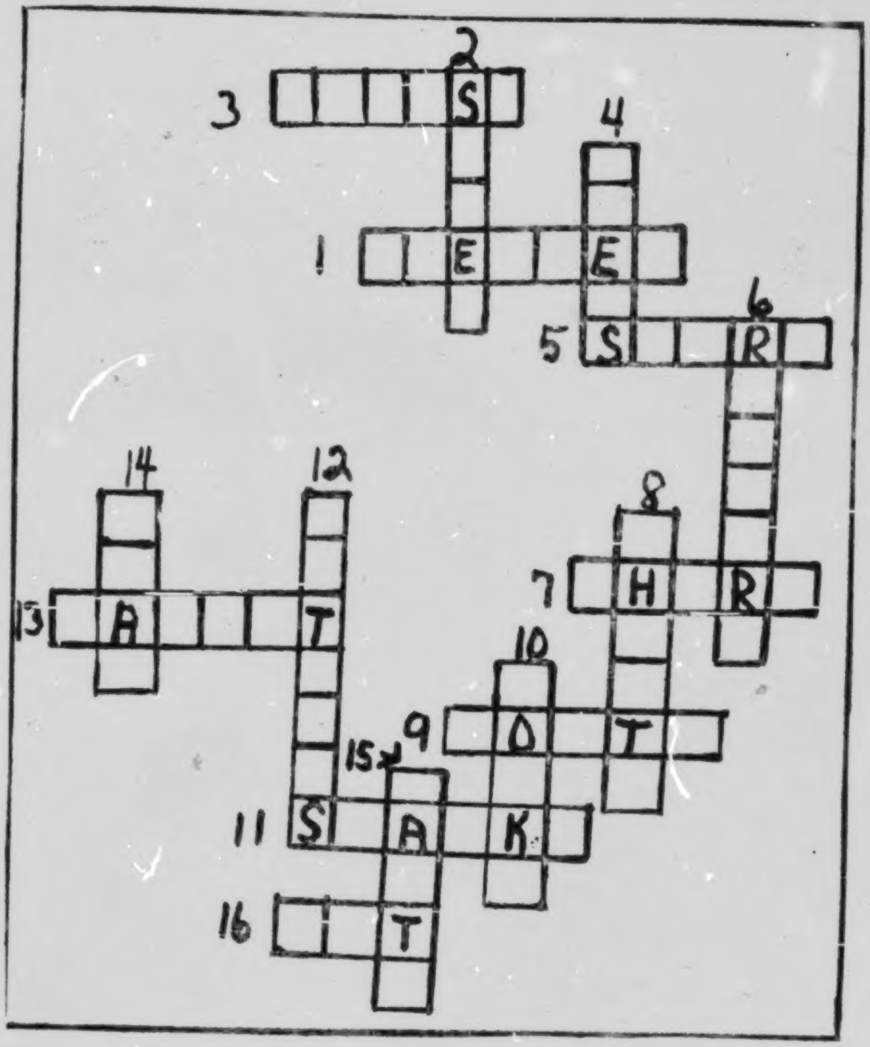
1. sweater
2. shoes
3. blouse
4. dress
5. skirt
6. rubbers
7. shirt
8. shorts
9. boots
10. socks
11. slacks
12. mittens
13. jacket
14. coat
15. pants
16. hat

TEACHING THE KINDERGARTEN CHILD: Different Types Of Clothing

Name ______________________

1. Review the following articles of clothing and complete the puzzle below:

1. coat
2. jacket
3. shirt
4. blouse
5. skirt
6. dress
7. pants
8. socks
9. shoes
10. mittens
11. boots
12. hat
13. sweater
14. shorts
15. rubbers
16. slacks



2
3
S
4
1
E
E
6
5
S
R
14
12
8
7
H
R
13
A
T
10
9
O
T
15
11
S
A
K
16
T

Lesson Nine

TEACHING THE KINDERGARTEN CHILD: Teaching Young Children What Emotions Are

GENERAL CONCEPT:

1. Teaching young children what emotions are and how and when we usually express these emotions

BEHAVIORAL OBJECTIVE:

1. The student will be able to identify basic emotions and their possible causes.

READINESS EXPERIENCES:

1. What does the word "emotion" mean to you?
2. How do emotions help us understand others?
3. How might young children's emotions differ from our own emotions?
4. Is it easy for young children to describe their feelings when they are angry or sad? Is it easy for you?

LEARNING EXPERIENCES:

1. Show pictures of young children's faces expressing different emotions. Have student identify the emotion and discuss possible causes.
2. Discuss when a particular emotion might have different causes.
3. Read sections of books, such as: Moods And Emotions, David Cooke Publishing Co.
4. Play and discuss record - Free To Be You And Me, by Marlo Thomas.

STUDENT ACTIVITIES:

1. Demonstrate an emotion; have student draw pictures to illustrate the emotion and write paragraph making up situations causing a specific emotional reaction.
2. Role play - what emotions are involved in certain situations.
3. Tell a time when you felt especially happy, afraid or embarrassed.

4. Read stories in which characters experience different emotions, such as, Suzy Face Maker, Scott Forsman, First Talking Storybooks - illustrates moods through facial expression.

5. Teach class a song, such as, "If You're Happy And You Know It", so that they might teach it to kindergarten children.

TEACHING THE KINDERGARTEN CHILD: Teaching Young Children What Emotions Are

Name ____________________

Student Activity 9a

TEACHING THE KINDERGARTEN CHILD: Teaching Children To Be Aware Of One's Senses

GENERAL CONCEPT:

1. To be aware of one's senses

BEHAVIORAL OBJECTIVE:

1. The student will be able to identify his five senses and functions and will understand why it is important for a 5 year old to know them.

READINESS EXPERIENCES:

1. What are our 5 senses?
2. How do these senses help us deal with our everyday experiences?
3. What would it be like if we could not see, smell, feel, hear or taste?
4. Do you know anyone who can't see, hear or speak? How do they cope?

LEARNING EXPERIENCES:

1. List each sense, discussing its function.
2. Bring in objects to allow student to experience each sense. Discuss and contrast differences in sense experiences.
3. Have children close their eyes; see how it feels to not see. Put a rose under a student's nose; see how it feels to not smell, etc.

STUDENT ACTIVITIES:

1. Make posters showing a human reaction made possible by using a sense.
2. Have students describe how they would plan a "Blind Man's Bluff" game for a group of young children.
3. Role play a "Feely Meely" game (while blindfolded, put hand in paper bag and guess object).

TEACHING THE KINDERGARTEN CHILD: Teaching Children To Be Aware Of One's Senses

Name ____________________

1. Pick the correct sense and place it next to the sentence below:

Sight, Hearing, Smell, Touch, Taste

How would you be able to tell?

1. A rose ________________
2. A red rose ______________
3. An old, dead fish _______________
4. A clap of thunder _______________
5. A sugar cooky _________________
6. A sour lemon ________________
7. A soft piece of satin _______________
8. A dog barking ______________
9. A skunk _______________
10. An angry skunk _____________

Student Activity 10a

Lesson Eleven

TEACHING THE KINDERGARTEN CHILD: Teaching Children How To Skip

GENERAL CONCEPT:

1. Teaching children how to skip

BEHAVIORAL OBJECTIVE:

1. A student will teach a child to skip.

READINESS EXPERIENCES:

1. What is skipping and why is it usually fun for children?
2. Why do children want to learn to skip?
3. Why is it hard for some children to skip?
4. What parts of our body do we use when we skip?

LEARNING EXPERIENCES:

1. Have students tell parts of the body which they will use to skip.
2. Discuss why it might be difficult to skip, even as an adult.
3. Have students skip in classroom at normal speed; then try to have them do it in slow motion.

STUDENT ACTIVITIES:

1. Students could role play a gym teacher working with a kindergarten class on skipping.
2. Have each child teach another who doesn't know how to skip.
3. Have students learn a skipping game that a five year old might enjoy.
4. Students could write one sentence on 4 different physical movements little children make, telling why that movement is meaningful or important for growth.

Lesson Twelve

TEACHING THE KINDERGARTEN CHILD: Developing A Sense Of Rhythm

GENERAL CONCEPT:

1. Developing a sense of rhythm

BEHAVIORAL OBJECTIVE:

1. The student will have an understanding of what rhythm is and will be able to express this concept to five year olds.

READINESS EXPERIENCES:

1. What is rhythm?
2. How do we make rhythm?
3. How can rhythm make one feel?

LEARNING EXPERIENCES:

1. Listen to various records depicting different kinds of music and rhythm patterns; have class distinguish the rhythmic pattern by clapping it.
2. Bring in different kinds of rhythm instruments and have class plan how they would use the instruments in a kindergarten classroom.
3. Bring in household items which might be used as a rhythm instrument - pots, spoons, combs, rubberband boxes. Take them to a kindergarten class "for fun".
4. Talk about parts of the body used in making rhythm.
5. All students could begin to fill a box (shoe box) with items which could be used to entertain a child.

STUDENT ACTIVITIES:

1. Have students make drums out of oatmeal boxes for five year olds to use. Class might make bell bracelets and tambourines. Explain how playing with children creatively makes one a more effective child care worker.
2. Have students plan a rhythm dance to a specific record and teach it to a kindergarten child.
3. Make a display of rhythm-producing utensils and

pictures of machines and engines which have rhythm.

4. Each student could learn one song to teach a class. Printed words could be made into a booklet and given to a child.

Lesson Thirteen

TEACHING THE KINDERGARTEN CHILD: Tactile Discrimination

GENERAL CONCEPT:

1. Tactile discrimination

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist kindergarteners in tactile discrimination, using simple games and learning activities.

READINESS EXPERIENCES:

1. Have one student close his eyes. Place something soft against his face; discuss how it feels.
2. Compile a set of tactile supplies to be used with kindergarten children. As they are brought in, discuss how they would feel to the kindergartener.

LEARNING EXPERIENCES:

1. Using compiled set of tactile objects, review their feeling. Group opposite objects together; re-group into other categories.
2. Discuss how these lessons will benefit kindergarten children.

STUDENT ACTIVITIES:

1. Make up a tactile workbook to be used with kindergarten children.
2. Set up a game to be used to teach kindergarteners to identify various objects through their sense of touch.
3. Compile a class tactile scrapbook. Use scraps of material, sandpaper and natural materials and label the feeling each would elicit.

TEACHING THE KINDERGARTEN CHILD: Tactile Discrimination

Name ____________________

1. Identify the feeling:

Soft - Hard	Round - Flat
Wet - Dry	Smooth - Rough
Heavy - Light	Hot - Cold

1. A feather _____________

2. A tissue _____________

3. A rock _____________

4. A pie-plate _____________

5. A board _____________

6. Rain _____________

7. Sandpaper _____________

8. A table top _____________

9. An ice cube _____________

10. A cup of coffee _____________

Student Activity 13a

Lesson Fourteen

TEACHING THE KINDERGARTEN CHILD: Color Recognition

GENERAL CONCEPT:

1. Color recognition

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist a five year old in learning colors.

READINESS EXPERIENCES:

1. How did you learn colors?
2. Is it important to know colors? Why?
3. What would the world be like without color?

LEARNING EXPERIENCES:

1. Discuss various methods of teaching colors, (flash cards, crayons, color charts, etc.)
2. Have students make up their own lessons for teaching colors.
3. Illustrate the primary colors and the way they can be mixed together to make other colors.
4. Demonstrate the use of the cards to test color blindness (most school psychologists have a set of these).

STUDENT ACTIVITIES:

1. Have students make up a color notebook which would be suitable for using with a five year old.
2. Make color posters.
3. Students could make finger-paintings in monocolor and use them as covers for a Child Care Notebook.
4. Create a bulletin board illustrating colors.
5. Students could learn to teach the game "I Am Thinking Of An Object." They describe an object by its color, then its size and shape. Students try to guess the object.

Lesson Fourteen

TEACHING THE KINDERGARTEN CHILD: Color Recognition

Answers to Student Activity 14a, Number 2.

1. white
2. tan
3. orange
4. grey
5. beige
6. pink
7. green
8. blue
9. black
10. purple
11. red
12. yellow

TEACHING THE KINDERGARTEN CHILD: Color Recognition

Name ____________________

1. Review the following colors:

    1. red
    2. blue
    3. yellow
    4. green
    5. purple
    6. orange
    7. pink
    8. black
    9. white
    10. grey
    11. tan
    12. beige

2. Unscramble the following colors:

    1. hietw
    2. nat
    3. arogen
    4. yegr
    5. ibeeg
    6. knpi
    7. reneg
    8. leub
    9. kclba
    10. rppelu
    11. der
    12. lelywo

Lesson Fifteen

TEACHING THE KINDERGARTEN CHILD: Shape Recognition

GENERAL CONCEPT:

1. Shape recognition

BEHAVIORAL OBJECTIVE:

1. The student will be able to assist five year olds in shape recognition.

READINESS EXPERIENCE:

1. Present three basic shapes - circle, square and triangle. Name each shape. Find examples of each in the room. Discuss why it would be important for a kindergarten child to know his shapes.

LEARNING EXPERIENCES:

1. Using the blackboard, review with students the shapes of a circle, square and a triangle.
2. Ask the students to list some ways that they would teach the shapes to kindergarten children.
3. Look for shapes in and outside of the classroom.

STUDENT ACTIVITIES:

1. When working with a child, use masking tape to make shapes and have child walk around them.
2. With play dough or clay, shape forms and discuss with a child.
3. Using Q-tips, have each child make individual shapes of his own.
4. Write down the object and its form for ten things in (or outside of) the classroom.
5. List foods young children might eat that have a definite shape.
6. Make pictures of animals, using the three basic shapes. Create a bulletin board for an elementary class with these "pictures."

Lesson Sixteen

TEACHING THE KINDERGARTEN CHILD: Days Of The Week

GENERAL CONCEPT:

1. Days of the week

BEHAVIORAL OBJECTIVES:

1. The student will be able to assist a five year old in learning the days of the week, using simple games.
2. Student will be able to teach a young child the meaning of the word calendar.

READINESS EXPERIENCES:

1. How could you make a chart to help young children learn to answer these questions?
    a. What day is today?
    b. What day will it be tomorrow?
    c. What helps us know what day it is?

LEARNING EXPERIENCES:

1. Present days of the week in flash card form.
2. Play word recognition games.
3. Present calendar and acquaint children with it to teach sequential order.
4. Point out differences between days of the week and the weekend, in terms of what young children would notice.

STUDENT ACTIVITIES:

1. Play game: "I am thinking of a day of the week on which _______" (ex. - I go to church).
2. Unscramble the days of the week.
3. Have students learn "Mulberry Bush Song" to sing with five year olds.
4. Make word puzzles, using the days of the week.
5. Have the students prepare a file of various activities that they could do in order to teach the days of the week.

TEACHING THE KINDERGARTEN CHILD: Days Of The Week (Cont.)

6. Using oak tag, students will make 3 by 5 note cards with the days of the week on them. The cards will complete sentences, which are read aloud, such as, Today is ________.

TEACHING THE KINDERGARTEN CHILD: Days Of The Week

Name ____________________

1. Review the days of the week:

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

2. Write one of the days of the week in each blank below:

1. The 2 days in a weekend are ________________ and ________________.
2. Most people go to church on ______________.
3. The 5 days I go to school are __________, ___________, _____________, _____________ and ___________.
4. The day in the middle of the week is ___________.
5. The first day of the week is ___________.
6. My mother washes our clothes on ___________.
7. The day after Wednesday is ______________.
8. The day which is 3 days before Friday is __________.
9. The day which is 4 days after Monday is ___________.
10. The 2 days which begin with a T are __________ and _____________.

Student Activity 16a

Lesson Seventeen

TEACHING THE KINDERGARTEN CHILD: Numbers, One To Ten

GENERAL CONCEPT:

1. Knowing numbers from one to ten

BEHAVIORAL OBJECTIVE:

1. The student will know why it is important for five year olds to know "numbers"?

READINESS EXPERIENCES:

1. How do we use numbers every day without even realizing it?
2. When would a five year old need to know numbers?
3. How did you learn your numbers?
4. Could we get along without numbers?
5. How could children be made more aware of numbers in their environment?

LEARNING EXPERIENCES:

1. Discuss various number teaching methods - flash cards, blocks, etc.
2. Have students make up their own lesson on teaching numbers and discuss with class.
3. Use a flannel board and animal figures to present a lesson to the class. Have the students evaluate it.

STUDENT ACTIVITIES:

1. Role play - student teaches a lesson.
2. Have students make their own flash cards to teach numbers.
3. Make large colorful number posters that a five year old would know and enjoy.
4. Make an abacus thread and buttons.
5. Play number box games for children, such as Uncle Wiggly.

6. Make a scrapbook of magazine pictures showing how numbers are evident in our everyday environment.

SOURCES OF EDUCATIONAL MATERIALS

DLM Development Learning Materials
7440 North Nathey Avenue
Niles, Ill. 60648

Mafex Associates, Inc.
Box 519
111 Barron Avenue
Johnstown, Pa. 15907

Childcraft Education Corp.
964 Third Avenue
New York, N.Y. 10022

Childcraft Equipment Co., Inc.
155 East 23rd Street
New York, N.Y. 10010

Creative Playthings
Princeton, N.J. 08540

CHILD CARE UNIT

CHILD CARE UNIT

Table of Contents

LESSON: PAGE:

1. Maturity Means Taking Responsibility In A Job 1
2. How A Course In Child Care Can Help With Many Jobs 3
3. Knowing About People By Knowing About Young Children 5
4. A Better Start In Life With Good Parents 7
5. A Healthy Mother Means A Healthy Baby. 9
6. Development Of A Fetus 11
7. Why Are Some Children Born "Different"? 12
8. Good Things For A Baby 13
9. The Good Life For A Child One To Three 14
10. Emotions That Affect A Young Child 16
11. Growth And Development In Early Childhood 18
12. The Understanding Parent 33
13. Making A Safe World For Children 34
14. Jobs In Which Understanding Children Is Important. 36

TEACHING THE PRE-SCHOOLER

1. Who Is The Pre-School Child? 1

LESSON: PAGE:

2. Awareness Of Body Parts. 7

3. Importance Of Personal Cleanliness And Caring For Oneself 9

4. Being Able To Dress Oneself. 10

5. Teaching Manners And Why We Use Them 12

6. Teaching Children All Forms Of Table Skills 14

7. Safety On The Playground 16

8. Gross Motor Performance. 22

9. Fine Motor Performance 23

10. Teaching Sounds Around Us. 26

11. Recognition Of Farm And Zoo Animals. 28

12. Teaching The Concept Of Morning, Noon And Night. 30

13. Seasons. 31

14. Teaching Ninth Graders To Read Orally To Nursery School Children. 32

TEACHING THE KINDERGARTEN CHILD

1. Who Is The Kindergarten Child? 1

2. Conveying Basic Personal Facts 2

3. Family Relationships 3

4. Strengthening Ability To Follow Directions 5

LESSON: PAGE:

5. Community Awareness. 6

6. Recognizing Community Helpers. 8

7. Nutrition In Our Daily Lives 10

8. Different Types Of Clothing. 11

9. Teaching Young Children What Emotions Are. 12

10. Teaching Children To Be Aware Of One's Senses 14

11. Teaching Children How To Skip. 15

12. Developing A Sense Of Rhythm 16

13. Tactile Discrimination 18

14. Color Recognition. 19

15. Shape Recognition. 20

16. Days Of The Week 21

17. Numbers, One To Ten. 23

Lesson One

CHILD CARE UNIT: Maturity Means Taking Responsibility In A Job

GENERAL CONCEPT:

1. Maturity means taking responsibility in a job.

BEHAVORIAL OBJECTIVES:

1. Student will increase awareness of tasks related to jobs.
2. Students will select some preferences for working and evaluate them.

READINESS EXPERIENCES:

1. What kind of a job would you want?
2. How can you judge the maturity of high school students?
3. What skills do you have that you can be paid for?
4. What do you like to do best?

LEARNING EXPERIENCES:

1. Discuss the fact that "community" means people working at different jobs, to meet each other's needs.
2. Discuss the personal reasons people work; money to purchase clothes, car, house; also enjoyment and self-satisfaction.
3. Draw from list of tasks (worksheet 1a) examples of kinds of work in the student's experience. Discuss how liking people, as well as understanding machinery and tools plays a part in task selection.

STUDENT ACTIVITIES:

1. Select magazine pictures of people working. Mount in a picture file, with labels.
2. Role-play "Man, I gotta get a job"!
3. Complete worksheet 1a by drawing a circle around one of each pair that the student would prefer. When this has been done, students read their choices over and write on the back of the paper 5 tasks they would most like to do. Also, have them select the 5 jobs they do not want to do at all.

CHILD CARE UNIT: Maturity Means Taking Responsibility In A Job (Cont.)

4. From their list of 5 choice tasks, have students talk about what general types of jobs they prefer; as with people, out of doors or perhaps doing one thing many times.

5. Students could discuss the whole idea of "supervision" and how it varies from job to job.

CHILD CARE: Maturity Means Taking Responsibility In A Job

Name ______________________

1. Circle the task you prefer:

A B

1. lawn mowing or babysitting
2. cleaning in a hospital or cooking in a restaurant
3. teaching a child numbers or adding a shopping list
4. bathing a baby or shopping for supplies
5. writing letters or reading to a small child
6. clerking in a clothing store or dressing a 2 year old
7. answering the telephone or calling people to sell things
8. working in a food store or working in a department store
9. making beds in a motel or working in a laundry
10. pumping gas or typing records
11. working at Gino's or baking at home
12. working at a playground or washing cars
13. playing with a neighbor's baby or walking with the neighbor's dog
14. working in a nursing home or changing a flat tire
15. packing things in boxes or wrapping presents in a store
16. running a washing machine or running a factory machine
17. carpentry or drilling for paving
18. driving a truck or driving a bus

Student Activity 1a

Lesson Two

CHILD CARE UNIT: How a Course In Child Care Can Help With Many Jobs

GENERAL CONCEPT:

1. A course in child care can help with many jobs.

BEHAVIORAL OBJECTIVES:

1. The student will relate the concept of understanding children, with opportunities for working.
2. The student will be able to select skills needed to take care of young children from among other skills.

READINESS EXPERIENCES:

1. What kinds of jobs are there working with young children?
2. What are some things that person needs to know?
3. Have you ever worked with children? In what ways was it fun?
4. What ways was working with them just hard work?

LEARNING EXPERIENCES:

1. Discuss places where there are young children who need care. List on the board terms like: nursery, pre-school, hospitals, churches, playgrounds, baby-sitting, day camp, etc.
2. View the filmstrip "Understanding Early Childhood, 1-6 years" (Parents Magazine), and discuss what you might need to know, or know how to do in child care.

   Note: There are many good films on child development in most school or mental health agencies' film libraries.
3. Discuss whether the fact that something is just hard work means it is undesirable; pros and cons.
4. Present the personal rewards of working with young children.

STUDENT ACTIVITIES:

1. Make a list of places where children may need to be cared for.

CHILD CARE UNIT: How a Course In Child Care Can Help With Many Jobs (Cont.)

2. View the filmstrip "Understanding Early Childhood". Tell what you noticed was different from what your understanding was before seeing the film.

3. Make a picture file of nursery school activities.

4. Visit a nursery school. List what the adults do.

5. Observe the children. Fill in Student Activity 2a while in the nursery. Discuss the worksheet thoroughly before the visit to the children.

CHILD CARE: How a Course In Child Care Can Help With Many Jobs

Name ________________________

1. Checklist for nursery school or kindergarten observations:

   1. How many children are alone? _______ In groups _______
   2. How big is the largest group playing together? ________
   3. How many children are making things? _________
   4. How many children are playing make-believe? __________
   5. Are girls and boys playing together? _________
   6. List 12 words you hear the children saying?
   7. Have any children needed discipline? ______ How did the teacher handle the behavior problem? ______________ ____

Student Activity 2a

CHILD CARE UNIT: Knowing About People By Knowing About Young Children

GENERAL CONCEPT:

1. Knowing About People By Knowing About Young Children

BEHAVIORAL OBJECTIVES:

1. Students will begin to relate understanding of people, including themselves, through an understanding of how young children develop; physically, socially and emotionally.
2. Students will connect the job of a baby sitter with care for children in the three areas listed.

READINESS EXPERIENCES:

1. Are you acquainted with small children? In your family? Neighborhood?
2. Have you ever been a baby sitter?
3. Is this more a service to the family or to the baby?
4. Did you have any problems while baby sitting?

LEARNING EXPERIENCES:

1. Define the needs of young children for physical care, food, warmth and touching.
2. Define the needs of babies for social care, learning from other persons, "belonging" to a group or a family.
3. Define the emotional needs of a young baby; cuddling, calming,etc.
4. Have students recall from childhood when they needed someone in one of these ways.
5. Discuss baby sitting as a person supplying these needs in place of the mother or parents.

STUDENT ACTIVITIES:

1. Relate times when student needed someone (as a young child) socially, emotionally or physically.
2. Use Student Activity 3a to develop ideas about the separate but integrated needs of the baby.

Develop answers from learning experiences.

3. Discuss Student Activity 3b (baby sitter's checklist). Note physical, emotional and social areas. Have students fill it out using her home as a guide.

4. Collect any other baby sitting material available in your area.

5. Use the vocabulary words in Student Activity 3c to write sentences about child care.

CHILD CARE: Knowing About People By Knowing About Young Children

Name ______________________

1. List a young child's needs in each area:

Student Activity 3a

CHILD CARE: Knowing About People By Knowing About Young Children

Name ____________________

1. BABYSITTER'S LIST:

1. Emergency phone numbers:

2. First Aid supplies are located where:

3. What foods or snacks may the child have:

4. Safety hazzards in the house or yard:

5. Does the child have any special fears?

6. Does the child have any special bedtime routine?

Student Activity 3b

CHILD CARE: Knowing About People By Knowing About Young Children

Name ______________________

1. Write 5 sentences, using as many words from this list as you can.

1.	teacher	9.	sympathy
2.	children	10.	baby
3.	child care	11.	baby sitting
4.	nursery	12.	toddler
5.	day care	13.	infant
6.	aide	14.	parents
7.	assistant	15.	mother
8.	understanding	16.	father

Student Activity 3c

CHILD CARE UNIT: A Better Start In Life With Good Parents

GENERAL CONCEPT:

1. Children have a better start in life, if they have good parents.

BEHAVIORAL OBJECTIVES:

1. Student will try to be aware of positive family attitudes that give children a healthy foundation.
2. Student will show an ability to place himself in the role of a helpless child and describe how a responsive parent or unresponsive parent might act in that situation.

READINESS EXPERIENCES:

1. What are some of the things good parents do?
2. What are some things good parents do not do?
3. Why is it important that parents try to help their children grow strong physically, socially and emotionally.

LEARNING EXPERIENCES:

1. List on the board student's comments about good parents. These should include: explaining things and talking to the child, providing food and shelter, taking care of illness and listening to upsets, teaching them how to do things and behaving, and also to be loving. Discuss the needs of parents to have their own interests and self-confidence.
2. Listen to recordings such as:"Parents Are People" from recording Free To Be . . . You And Me, Bell Records, 1972, #1110. Students may make lists of attitudes and actions of good fathers/good mothers/ good children; stress role-alternate behaviors such as tenderness in men, decision making by women, etc. Discuss why children grow better with aware, mature and happy parents.
3. Discuss the idea that parents, just as all people, may be "good" in certain situations. When parents are tired, hungry or upset, they may not take very good care of a child.

STUDENT ACTIVITIES:

1. Students copy list of positive aspects of good parents. Student Activity 4a.
2. After discussion, students complete sentences 2 and 3 on Student Activity 4a.
3. Students could role play a situation where a child has a tantrum or says "no". How might parents handle this? Which is the best way?

CHILD CARE: A Better Start In Life With Good Parents

Name ____________________

1. Good parents do some of these things:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. I will be a good parent if I:

   1.
   2.
   3.
   4.
   5.

3. My parents are good parents, when they:

   1.
   2.
   3.
   4.
   5.

Student Activity 4a

CHILD CARE UNIT: A Healthy Mother Means A Healthy Baby

GENERAL CONCEPT:

1. A healthy mother means a healthy baby.

BEHAVIORAL OBJECTIVES:

1. Students will associate good health and nutrition habits with care during pregnancy.
2. Students will be able to respond with at least one change during pregnancy in physical, emotional and social needs for a woman.

READINESS EXPERIENCES:

1. What changes are going on when a woman is pregnant?
2. Can you recall when your mother or older sister was going to have a baby? How many months does it take?
3. Why should someone who is pregnant not take drugs, including grass, speed, smack or cigarettes?
4. What do you suppose is a good emotional climate for someone who is going to be a mother?
5. In what working situations would an understanding of pregnancy help you to be a more sensitive employee?

LEARNING EXPERIENCES:

1. Use commercial transpariences to show changes in body and growth of the fetus. Have students use names of relevant body parts.
2. Discuss good pre-natal habits, nutrition, regular doctor's care or clinic visits, no drugs, exercise or movement in daily routine. Discuss working at a job.
3. Discuss role of husband during pregnancy.
4. Discuss the direct relationship between the mother's and baby's physiology.
5. Discuss the well proven medical fact that what girls eat in adolescence can affect later pregnancies.

CHILD CARE UNIT: A Healthy Mother Means A Healthy Baby (Cont.)

STUDENT ACTIVITIES:

1. Look at and discuss transpariences and visuals of physical change and development.

2. Discuss attitudes about emotional and social needs during pregnancy.

3. Using Student Activity 5a, read foods; find out which are good and nutritious in which meals. Fill in the menu on Student Activity 5b.

CHILD CARE: A Healthy Mother Means A Healthy Baby

Name ____________________

1. Tell what types of foods these are. Place in one of four categories: Starch, vegetable, meat or dairy product.

1. chicken
2. tea
3. coffee
4. bread
5. cheese
6. lettuce
7. milk
8. rice
9. ham
10. peas
11. sweet potatoes
12. apple sauce
13. potato chips
14. french fries
15. hamburger
16. hot dog
17. cole slaw
18. apple pie
19. plums
20. oranges
21. coke
22. cake
23. salad
24. celery
25. spaghetti
26. meat balls
27. black eyed peas
28. corn bread
29. cottage cheese
30. potatoe salad
31. macaroni
32. ice cream
33. bananas
34. watermelon
35. corn
36. steak
37. radish
38. pork
39. mushrooms
40. butter

Student Activity 5a

CHILD CARE: A Healthy Mother Means A Healthy Baby

Name ______________________

1. Make up sample breakfast, lunch and dinner menus, using the foods from Student Activity 5a.

BREAKFAST:

LUNCH:

DINNER:

Student Activity 5b

Lesson Six

CHILD CARE UNIT: Development of a Fetus

GENERAL CONCEPT:

1. The development of a fetus

BEHAVIORAL OBJECTIVES:

1. Students will appreciate the co-ordinated growth of the fetus.
2. Students will know the meaning of words associated with pregnancy, such as, trimester, umbilical cord, fetus, heartbeat, pregnant, uterus, premature.

READINESS EXPERIENCES:

1. How long does it take until a baby is ready to be born?
2. When do the baby's bones and heart form?
3. When can the mother know the baby is living?
4. Does a baby inside the mother breathe and eat?

LEARNING EXPERIENCES:

1. Present the chronology of the trimester. Discuss with students the development of the fetus with the major developmental signs.
2. Use any good transparency (Milliken, Hubbard) to show size and position of fetus.
3. Discuss possible hazards to fetus, (mother falls, is ill, excessive smoking, drugs).

STUDENT ACTIVITIES:

1. Read with class Student Activity 6a. Discuss the different stages.
2. Look at overhead transparencies and trace or draw the stages of growth of the fetus.

CHILD CARE: Development of a Fetus Name ________________

0-3 MONTHS DEVELOPMENT:

Egg implants in uterus

Placenta develops

Blood system and pulse

Brain tissue and nerves

Bones and head appear

Fingers and toes and spinal cord

Weighs 2-4 ounces

4-6 MONTHS DEVELOPMENT:

Facial features

Moves arms and legs

Hair, eyebrows and lashes

Weighs 2 pounds and has skin

Winks eyes, lids closed

Swallowing reflex

Toe nails

7-9 MONTHS DEVELOPMENT:

Much movement

Swallows and hiccups

Sucks thumb

Turns head

Student Activity 6a

CHILD CARE UNIT: Why Are Some Children Born "Different"?

GENERAL CONCEPT:

1. Why Are Some Children Born "Different"?

BEHAVIORAL OBJECTIVES:

1. Students will recognize children who are "different" and understand that they have often suffered insult or injury before they were born.
2. Students will be able to discuss their feelings and understanding of children who are different.

READINESS EXPERIENCES:

1. What could be the result to a baby whose mother was in a car accident before he was born?
2. What other things might injure a baby?
3. Why do many of these children need to go to special schools? What kind of jobs does this create?

LEARNING EXPERIENCES:

1. Discuss the importance of good care during the first trimester. Stress the importance of German measles shots, diet and clinic visits.
2. List on the board and discuss the mother's health in in relation to birth defects, such as toxemia, birth injury, German measles, drugs and V.D.
3. Emphasize damage to metabolism, brain and nerve cells and bone structure, which can occur at different periods.
4. Discuss and list genetic disorders, such as P.K.U., Down's Syndrome, Tay Sachs, Sickle Cell Anemia.

STUDENT ACTIVITIES:

1. After discussing causes of birth defects, students could learn to read them by copying them from the board.
2. Visit young trainable mentally retarded class. Note and make a report of how this defect has impaired them physically, emotionally and socially.

CHILD CARE: Why Are Some Children Born "Different"?

1. Copy the list of birth defects from the board. Separate them into "Accident or Illness Defects" and "Genetic Birth Defects"

   A. Accident or Illness Defects:

      1.

      2.

      3.

      4.

      5.

   B. Genetic Birth Defects:

      1.

      2.

      3.

      4.

      5.

2. After visiting a T.M.R. class, list how trainable mentally retarded children are affected:

   A. Physically

   B. Emotionally

   C. Socially

Student Activity 7a

CHILD CARE UNIT: Good Things For A Baby

GENERAL CONCEPT:

1. Good things should happen to a new baby.

BEHAVIORAL OBJECTIVES:

1. Students will be able to tell five characteristics of good baby care.
2. Students will recognize possible cautions and hazards in the early months of a baby's life.

READINESS EXPERIENCES:

1. Why is it good for the mother to begin caring for her baby right away? What about breast feeding?
2. How is the baby's emotional development helped? What are some things fathers and mothers do to help babies grow emotionally? Should fathers feed, cuddle and diaper babies?

LEARNING EXPERIENCES:

1. Discuss care for the physical needs of the baby: feeding, diapering, bathing and cuddling. Use a "baby" doll; let interested students demonstrate care.
2. Discuss crying as communication and the possible responses parents can make. Make note of the fact that informed parents are more relaxed in caring for a baby.
3. Discuss signs of illness in babies. These would include fever, diarrhea, hard vomiting, persistant rash, persistant crying and convulsions. Have students discuss how they feel when ill and what they do about it. Then they could discuss how much more difficult it could be to diagnose an illness, when a child can't talk.

STUDENT ACTIVITIES:

1. Students could list descriptions of good baby care (try to establish regular routine, keep bottles and utensils sterilized,etc.) and descriptions of poor handling of a problem (smacking a baby for excessive crying; neglecting regular health check-ups).
2. Students could select health questions and submit them to a doctor or nurse, who could respond by visiting the class or by sending a taped recording of their answers.

CHILD CARE UNIT: The Good Life For A Child One To Three

GENERAL CONCEPT:

1. The good life for a child one to three

BEHAVIORAL OBJECTIVES:

1. Students will be able to describe the growth of a child in physical development.
2. Students will be able to describe changes in emotional growth.
3. Students will be able to describe changes in social development.

READINESS EXPERIENCES:

1. What are young children like? How do they play?
2. Does your family have pictures of you, when you were small?
3. What does "teething" mean?
4. How does a baby learn to talk? To walk?

LEARNING EXPERIENCES:

1. If possible, have a parent with children under 3 years, visit the class and talk about the child's growth and abilities.
2. Discuss the abilities and needs of a one year-old. Contrast these with a three year-old child.
3. Have class discuss how parents "train" children so that they learn to "behave".
4. Students should have some opportunity to observe children.
5. Discuss what effect a warm, affectionate family atmosphere has on children; how they get the image of themselves from how parents feel about themselves.

STUDENT ACTIVITIES:

1. Tell an incident (or tape record it), about something you remember when you were very young. Why was that

important to you? Why do you think you remembered the incident?

2. Students could make up a story about a child and describe the home situation during the first three years of that child's life (talking about whether both parents were in the home, number of brothers and sisters, care child received, etc.)

Lesson Ten

CHILD CARE UNIT: Emotions That Affect A Young Child

GENERAL CONCEPT:

1. Emotions that affect a young child

BEHAVIORAL OBJECTIVES:

1. Students will know that emotions reflect the feelings children and adults have.

2. Students will be familiar with the emotions, so that they can discuss how they make people interact with each other.

READINESS EXPERIENCES:

1. Listen to recording of "It's All Right To Cry", on Bell Record, Free To Be . . . You And Me, 1972. What are the emotions refered to in the record?

2. Have you ever felt "sad and grumpy", snuggly huggly" or "mean and ugly"? Where did their feelings come from?

LEARNING EXPERIENCES:

1. Discuss the feelings of happiness, anger, sillyness, fear, sadness and hurt. Talk about some of the outcomes of these feelings, (i.e. - What do people do as a result of having these feelings)?

2. Discuss with students what things may happen if a child is frequently told "You're bad". List responses on the board.

3. Discuss what happens when nice feelings are shared. List on the board some kind remarks that people can say at home/at school, to make life more pleasant.

STUDENT ACTIVITIES:

1. Have some students act out "What would happen next if": - Student Activity 10a. Other students tell what emotion was being acted. For this, you may give out single "As if" cards, made from some of those listed on Student Activity 10a. Note: Some people will have feelings different from the one acted out.

2. Observe kindergarten class during play period. What

were some of the emotions expressed by young children? How were they different from your classroom behavior?

3. If you are working with a young child who gets angry or has a tantrum, what could you do to help the child?

CHILD CARE: Emotions That Affect A Young Child

Name ____________________

1. Describe the feelings you might have if:

    1. you bump your elbow?
    2. you can't find your wallet?
    3. your pet dog is killed?
    4. you see a good-looking person?
    5. your best friend moves away?
    6. someone yells at you?
    7. your mother blames you for something?
    8. you find you didn't dress carefully?
    9. your friend calls you unexpectedly?
    10. nothing goes right?

Student Activity 10a

Lesson Eleven

CHILD CARE UNIT: Growth And Development In Early Childhood

GENERAL CONCEPT:

1. Growth and development in early childhood

BEHAVIORAL OBJECTIVE:

1. Student will be able to define six areas for describing development (gross motor skills, fine motor skills, social skills, self-help skills, language skills and thinking skills).

READINESS EXPERIENCES:

1. These are activities copied from the chart following this lesson. At what age can most children:

    a. say dada or mama? (10 months)
    b. repeat a six word sentence? (40 months)
    c. give his age and birthday? (48-60 months)
    d. walk backwards? (14 months)
    e. kick a large ball? (21 months)
    f. walk on tiptoe? (30 months)
    g. jump rope? (60-72 months)

LEARNING EXPERIENCES:

1. Help students describe the meaning of the six areas listed in the behavioral objective above. Read some of the activities on the chart and ask students to guess which category best fits the task; (roller-skating is a gross motor skill, etc.) They could then guess at what age a child can be expected to perform the task.

2. Have students describe how their understanding of this chart could help make a job involving working with children more interesting.

STUDENT ACTIVITIES:

1. Students could choose one behavior from each age level in the 6 categories and write a simplified chart. For instance, ("gross motor skills", Age 1 _______, age 2 _________, age 3 _______, age 4 ____. As they read the chart, this activity would also help them learn to change months to years.

2. A student could imitate a child walking on a walking board, with the rest of the class recording his

behavior; then they could compare notes, (i.e. - Did he hesitate, step off the board, look at his feet, use his arms to balance himself, etc.) Students could be helped to become keen observers of children's level of development.

3. What are the things you could notice as a child goes up and down stairs (does he hold the rail, start with his left or right foot, look at each step, his feet, or the top of the stairs as he climbs, alternate feet on each step, etc.)

CHILD CARE UNIT:

GROWTH AND DEVELOPMENT IN EARLY CHILDHOOD

I. Gross Motor Skills

Age	Behavior
5 mos.	Sit without support.
8 mos.	Pull self to stand.
11 mos.	Walk with assistance.
11 mos.	Stand alone well.
12 mos.	Walk alone.
14 mos.	Walk backwards.
21 mos.	Walk down stairs (hand held).
21 mos.	Get down from adult chair without assistance.
21 mos.	Kick large ball.
21 mos.	Run without falling.
24 mos.	Walk up and down stairs, without assistance.
24 mos.	Jump in place.
24 mos.	Pedal tricycle.
30 mos.	Walk on tiptoe.
36 mos.	Balance on one foot five seconds.
36-48 mos.	Walk on line.
36-48 mos.	Jump from bottom step.
36-48 mos.	Go up stairs using alternating feet.
36-48 mos.	Squat in play.
36-48 mos.	Run.
36-48 mos.	Throw ball overhead.
36-48 mos.	Catch bounced ball.
36-48 mos.	Skip on one foot.

Gross Motor Skills (cont.)

36-48 mos.	Stand on one foot 4-8 seconds.
36-48 mos.	Hop on one foot.
48-60 mos.	Balance on walking board.
48-60 mos.	Balance on one foot for 10 seconds.
56 mos.	Walk backward-heel-toe.
60-72 mos.	Run lightly on toes.
60-72 mos.	Skip on alternate feet.
60-72 mos.	Can jump rope.
60-72 mos.	Use overhead ladder.
60-72 mos.	Dance to music.
60-72 mos.	Roller-skate
60-72 mos.	Hop two-three yards forward on each foot separately.
60 mos.	Walking board: 6 cm board, without stepping off for full length.
60-72 mos.	Jump from height of 12", landing on toes.

CHILD CARE UNIT: Growth And Development In Early Childhood

II. Fine Motor Skills

Age	Behavior
4 mos.	Reaches for objects.
6 mos.	Transfers cube hand to hand.
10 mos.	Neat pincer grasp of raisin.
13 mos.	Tower of 2 cubes.
18 mos.	Dumps raisins from bottle spontaneously.
21 mos.	Tower of 5-6 cubes.
21 mos.	Paper: Folds once imitatively.
24 mos.	Book: Turns pages singly.
24 mos.	Formboard: Adapts in 4 trials.
36-48 mos.	Picks up pins, thread, etc., with each eye separately covered.
36-48 mos.	Drives nails and pegs.
36-48 mos.	Can close fist and wiggle thumb in imitation, R & L.
36-48 mos.	Puts 6 round pegs in round holes on pegboard.
36-48 mos.	Imitates building of bridge with cubes.
48-60 mos.	Paper: Initates folding and creasing paper three times.
48-60 mos.	Paper: Folds triangle from paper 6" square in imitation.
60-72 mos.	Learns to lace shoes.
	Behavior (Writing)
13 mos.	Scribbles spontaneously.
24 mos.	Imitates V strokes.
24 mos.	Imitates circular stroke.
30 mos.	Holds crayon by fingers.
30 mos.	Imitates V and H strokes.

CHILD CARE UNIT: Growth And Development In Early Childhood

Fine Motor Skills (cont.)- Writing

36 mos.	Copies circle.
36 mos.	Imitates cross.
42 mos.	Traces diamond.
46 mos.	Copies cross.
48-60 mos.	Copies V, H.
48 mos.	Draws man with two parts.
48 mos.	Adds three parts to incomplete man.
48-60 mos.	Draws simple house.
48-60 mos.	Prints a few capitals.
48-60 mos.	Prints capital initials of own name.
48-60 mos.	Holds paper with other hand in writing.
54 mos.	Draws three bubbles correctly.
48-60 mos.	Copies star.
56 mos.	Copies square.
48-60 mos.	Copies cross.
60-72 mos.	Copies a triangle.
60 mos.	Copies rectangle with diagnals.
60-72 mos.	Draws simple house with door, windows, roof and chimney.
60-72 mos.	Prints first name.
60-72 mos.	Writes a few letters spontaneously.
60-72 mos.	Draws recognizable man with head, trunk, legs, arms and features.
60-72 mos.	Frequently reverses letters, especially S.
60-72 mos.	Adds seven parts to incomplete man.
72 mos.	Copies diamond.

CHILD CARE UNIT: Growth And Development In Early Childhood

III. Social Skills

Age	Behavior
3 mos.	Smiles spontaneously.
12-24 mos.	Reaches for familiar persons.
14 mos.	Imitates housework.
12-24 mos.	Demands personal attention.
24 mos.	Parallel play predominates.
30 mos.	Helps put things away.
36-48 mos.	Understands taking turns.
36-48 mos.	Makes effort to keep surroundings tidy.
36-48 mos.	Shows affection for younger siblings.
44 mos.	Performs for others.
36-48 mos.	Carries a tray.
36-48 mos.	Helps with adult activities in house and garden.
36-48 mos.	Understands sharing.
36-48 mos.	Helps at little household tasks (dusting, drying dishes).
42 mos.	Associative group play takes place of parallel play.
48 mos.	Helps put things away.
36-48 mos.	Imaginative pretend play.
48 mos.	Plays cooperatively with other children.
48 mos.	Goes on errands outside home.
48-60 mos.	Enjoys dressing up in adult clothes.
48-60 mos.	Plays competitive exercise games.
48-60 mos.	Inclined to verbal impertinence when frustrated.
48-60 mos.	Shows concern and sympathy.
48-60 mos.	Becomes aggressive with playmates.

CHILD CARE UNIT: Growth And Development In Early Childhood

Social Skills (cont.)

54 mos.	Bosses and criticizes.
54 mos.	Calls attention to own performance.
54 mos.	Shows off dramatically.
60-74 mos.	Understands need for rules and fair play.
60-66 mos.	Respects property.
60-74 mos.	Plays complicated floor games.
60-74 mos.	Chooses own friends.
60-74 mos.	Plays simple table games.
60-74 mos.	Goes to school unattended.
60-74 mos.	Plans and builds constructively.
60-74 mos.	Explores neighborhood.
60-74 mos.	Relates clock time to daily schedule.
60-74 mos.	Gets along well in small groups.
60-74 mos.	Conforms to adult ideas.

IV. Self Help Skills

Age	Behavior
6 mos.	Feeds self cracker.
17 mos.	Drinks from cup.
16 mos.	Uses spoon, spilling little.
18 mos.	Removes garment.
24 mos.	Inhibits turning of spoon.
24 mos.	Dry at night if taken up.
12-24 mos.	Masticates food.
12-24 mos.	Pulls off socks.
12-24 mos.	Discriminates edible substances.
24-36 mos.	Removes coat or dress.
24 mos.	Verbalizes toilet needs fairly consistently.
24 mos.	Pulls on simple garment.
24-36 mos.	Gets drink unassisted.
24-36 mos.	Dries own hands.
42 mos.	Separates from mother easily.
36-48 mos.	Unbuttons accessible buttons.
36-48 mos.	Feeds self with little spilling.
36-48 mos.	Spreads butter on bread with knife.
42 mos.	Dresses without supervision.
36-48 mos.	Is usually dry all night.
36-48 mos.	Pours well from pitcher.
36-48 mos.	Undresses self.
36-48 mos.	Washes hands and face unaided.
36-48 mos.	Pulls on shoes.
42 mos.	Brushes teeth.

Self Help Skills (cont.)

36-48 mos.	Eats with fork and spoon.
36-48 mos.	Can carry breakable objects.
40 mos.	Buttons coats or dress.
45 mos.	Cares for self at toilet.
48-60 mos.	Goes about neighborhood unattended.
48-60 mos.	Laces shoes.
48-60 mos.	Distinguishes front and back of clothing.
48-60 mos.	Dresses self except tying.
48-60 mos.	Can cut with a knife.
60-72 mos.	Puts toys away neatly in box.
60-72 mos.	Dresses and undresses alone.
60-72 mos.	Crosses street safely.
72 mos.	Ties shoe lace.

V. Thinking Skills

Age	Behavior
12-24 mos.	Retrieves or carries familiar objects.
12-24 mos.	Uses names of familiar objects.
21 mos.	Points to parts of doll on request.
21 mos.	Follows three directions with ball.
24 mos.	Names familiar picture cards.
24 mos.	Recognizes his own name.
24 mos.	Comprehends "another".
24 mos.	Matches familiar objects.
30 mos.	Associates use with objects.
36 mos.	Knows sex.
36-48 mos.	Matches two or three primary colors.
36-48 mos.	Names all colors.
43-48 mos.	Can point to tongue, neck, arm, knee, thumb.
36-48 mos.	Tells action in pictures.
36-48 mos.	Can name ten pictures of eighteen common objects.
36-48 mos.	Can name one pictured animal from memory.
36-48 mos.	Can count two blocks.
36-48 mos.	Put together seven piece puzzle.
42 mos.	Shows appreciation of past and present.
42 mos.	Comprehend three preposition (on top of, under, inside).
42 mos.	Can find pictures of animals that are alike (lotto).
42 mos.	Can give sensible answer to "Why do we have stoves?" etc.
45 mos.	Can tell how many circles when shown two circles.

48 mos.	Compares texture.
49 mos.	Can respond correctly to "A hat goes on your head. Shoes go on your ____."
54 mos.	Knows day, night.
54 mos.	Can compare three pictures (which one is prettier?).
54 mos.	Can tell pictorial likenesses and differences.
54 mos.	Can follow three commands in proper order.
54 mos.	Counts four objects and answers how many.
48-60 mos.	Selects heavier weight invariably.
48-60 mos.	When shown three circles counts 3.
48-60 mos.	Can make opposite analogies.
48-60 mos.	Matches and names four primary colors.
48-60 mos.	Can obey commands using four prepositions, ball and chair.
48-60 mos.	Appreciates past, present and future.
48-60 mos.	Can define 6 words.
60-72 mos.	Can form rectangle or triangular cards.
60-72 mos.	Can judge weights.
60-72 mos.	Knows names of following coins: penny, nickel, dime.
60-72 mos.	Learns left from right.
60-72 mos.	Can tell similarities or differences in nine of twelve pictures.
60 mos.	Can count six objects when asked "How many?".
64 mos.	Can tell which is bigger when asked "which is bigger, a cat or mouse?"
66 mos.	Can tell what number follows eight.
70 mos.	Can tell how a crayon and pencil are the same and how they are different.
72 mos.	Understands numbers up to ten.

CHILD CARE UNIT: Growth And Development in Early Childhood

VI. Language Development Skills

Age	Behavior
1 mo.	Small, throaty noises.
2 mos.	Responds to bell.
2 mos.	Vocalizes - not crying.
2 mos.	Responds to social approach by smiling.
2 mos.	Vocalizes - Babbles or coos in play when alone or when he is talked to.
3 mos.	Looks directly at examiner's face.
3 mos.	Chuckles
3 mos.	Responds vocally to social approach.
4 mos.	Turns to voice.
4 mos.	Babbles, using series of syllables.
6 mos.	Locates source of sound.
6 mos.	Vocalizes to his image in mirror.
7 mos.	Dada or Mama - nonspecific.
7 mos.	Imitates speech sounds.
9 mos.	Activity stops when hears "no-no" or his name.
9 mos.	Imitates sounds such as cough, tongue click, etc.
10 mos.	Dada or Mama - specific.
11 mos.	Has four or five words including names.
18 mos.	Combines two different words.
18 mos.	Carries out two-step directions with ball.
18 mos.	Asks for wants by naming object (milk, cookie, etc.).
18 mos.	On one word response, often gets initial consonant with a vowel, but seldom the final consonant.
21 mos.	Has twenty words.
24 mos.	Uses three-word sentences.

Language Development Skills (cont.)

24 mos.	Uses pronouns I, me, you, but not always correctly.
30 mos.	Gives full name on request.
36 mos.	Tells sex: "Are you a boy or a girl?"
36-48 mos.	Speaks in approximately six word sentences.
36-48 mos.	Uses nouns and verbs most frequently.
36-48 mos.	Tells action in pictures.
36-48 mos.	Can whisper.
36-48 mos.	Can change voice to faster rate.
36-48 mos.	Can increase volume of voice.
36-48 mos.	Says at least one nursery rhyme.
36-48 mos.	Can repeat three digits.
36-48 mos.	Has 900 word vocabulary.
36-48 mos.	Asks many questions beginning "What?", "Where?", "Who?".
36-48 mos.	Uses plurals.
36-48 mos.	Verbalizes opposite analogies.
41 mos.	Can repeat a six word sentence.
36-48 mos.	Talks to himself in long monologue mostly concerned with the present, including make-believe activities.
36-48 mos.	Relates experience, describes activities.
36-48 mos.	Uses most frequently words: I, it, you, that, a, do, this, not, the.
36-48 mos.	Can give sensible answer to "Why do we have stoves?" etc.
36 mos.	Can name what he has drawn after scribbling.
48 mos.	Carries out four-step command, using prepositions.
54 mos.	Articulates, not in infantile style.
54 mos.	Defines four words in terms of use of.
48-60 mos.	Gives age and birthday.

CHILD CARE UNIT: Growth And Development In Early Childhood
Language Development Skills (cont).

54 mos.	Listens to and tells long stories sometimes confusing fact and fantasy.
60-72 mos.	Speaks fluently and correctly except for confusions of s, f, th.
60-72 mos.	Asks meaning of abstract words.

CHILD CARE UNIT: The Understanding Parent

GENERAL CONCEPT:

1. Parents must be understanding as they train a child.

BEHAVIORAL OBJECTIVE:

1. Students will be able to discuss problems which may occur if parents make too many demands on a child, (toilet training, learning to drink from a cup, etc.) before he's ready.

READINESS EXPERIENCES:

1. Why do you think some children want to keep drinking from the bottle when they are two or three years old?
2. Why does this upset parents?
3. Why might it upset parents if children still wet the bed after age three?
4. Why are there so many articles written in magazines about toilet training? Why does it seem to be such a problem?

LEARNING EXPERIENCES:

1. Discuss baby's sucking reflex and the importance for his survival. Discuss different approaches to feeding schedules (on demand vs. every three hours).
2. Discuss how you would handle a young child's bedwetting problem. What things would you do if it were your child?
3. If you did not know what to do, how might you gain information? Include magazine articles, such as Dr. Spock - "Calling The Family Pediatrician".

Lesson Thirteen

CHILD CARE UNIT: Making A Safe World For Children

GENERAL CONCEPT:

1. Making a safe world for children is important.

BEHAVIORAL OBJECTIVES:

1. Students will be able to state 4 safety procedures to protect children at home.
2. Students will be able to choose 5 safe toys from a list and describe why they are safe.
3. Students will be able to state 3 safety procedures for children riding in cars.

READINESS EXPERIENCES:

1. What are some good, safe toys for children 1-4 to play with?
2. What are the usual rules for safety at home?
3. Why should people riding in cars adhere to safety rules?
4. Did you ever have a "close call" as a child? Have any children in your neighborhood ever been hospitalized because of an accident?

LEARNING EXPERIENCES:

1. Discuss what safety factors should a baby sitter be aware of in the child's home. List on the board.
2. Discuss safety in toy construction. Note the need to keep unsafe toys put away. Discuss what toys a small child might get hurt with, and whether the problem is poor construction or poor design.
3. Begin talking about speed in a car. Have students respond to possible unsafe practices some parents allow, such as children standing in a car or children hanging out of a window.

STUDENT ACTIVITIES:

1. Copy list of safety hazards on Student Activity 13b. Also copy it on baby sitters check list, Student Activity 3b. Use this to check your own home for safety.

2. Students read items on Student Activity 13a. Mark those which are essentially safe toys.

CHILD CARE: Making A Safe World For Children

Name ______________________

1. Which toys are safe for pre-schoolers?

	SAFE	UNSAFE
1. Metal truck with rough edges		
2. Round soft large ball		
3. Small ball		
4. Wooden wagon		
5. Painted blocks		
6. Tricycle that tips over		
7. Fire engine with ladder		
8. Jump rope		
9. Dart game		
10. Marble game		
11. Teddy bear with button eyes		
12. Wooden bench with lid		
13. Big wheel		
14. Little wheels		
15. Swing		
16. Jungle gym		
17. Whistles		
18. Drum		
19. Rattles		
20. Balanced tricycle		

Student Activity 13a

CHILD CARE: Making A Safe World For Children

Name ____________________

1. Home safety hazards:

1. "Clutter" placed on the stairs

2.

3.

4.

5.

6.

7.

2. Describe how you could change the hazards. (Example: Keep the stairs cleared).

1.

2.

3.

4.

5.

Student Activity 13b

CHILD CARE: Jobs In Which Understanding Children Is Important

1. Self-evaluation for (name) ______________________

address ______________________

phone ______________________

2. Things I can do for children: (check)

Dress children

Feed children

Play with children

Put them to bed

Undress children

Read to them

Sing with them

Take children for a walk

Take children for a ride

3. I think children would like me to take care of them because . . .

Student Activity 14b

CHILD CARE UNIT: Jobs In Which Understanding Children Is Important

GENERAL CONCEPT:

1. Some jobs require knowledge of children and how they grow and learn.

BEHAVIORAL OBJECTIVES:

1. Students will recognize the need and relate the usefulness of understanding children in specific jobs.
2. Students will be able to assess their interest in working with children in relation to specific jobs.
3. Students will be able to enumerate 5 jobs directly involved with children.

READINESS EXPERIENCES:

1. How will understanding the physical needs of children help a person take care of them?
2. Think of all the jobs that might allow you to work with children.
3. Have you learned anything in this unit that will help you be a better parent?

LEARNING EXPERIENCES:

1. Talk about finding jobs working with children, (after school, weekends and summers). Include all possible places for child care in your area, both volunteer and paid. Do not forget things like kindergarten, play groups, day and summer camp, swimming pools, girl scouts, church schools, baby sitting, "candy stripers", mother's helpers, etc.
2. Visit or have students visit and report on as many of these activities as possible. Invite a Brownie Scout Leader, hospital aide, or day camp director to speak to students and advise them on how to train and how to apply for a job. If possible have job applications.
3. Discuss a self-evaluation of abilities and interests in child care. Each student can make his own resume. Stress the masculine trait of being an elementary school teacher or a male nurse in a pediatric ward.

CHILD CARE: Jobs In Which Understanding Children Is Important

Name ____________________

1. What are the places in my town for child care workers?

NAME	ADDRESS	PAID/UNPAID
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Student Activity 14a

CHILD CARE UNIT: Jobs In Which Understanding Children Is Important

STUDENT ACTIVITIES:

1. Go to visit a day care center to find jobs available.
2. Make your own list of all the local places that need children's helpers (see #2 above). Student Activity 14a
3. Do a self-evaluation of yourself as a capable child care worker. Fill out Student Activity 14b.

SHIPPING & RECEIVING UNIT

SHIPPING AND RECEIVING

Table Of Contents

LESSON: **PAGE:**

Overview 1

1. Orientation To Having A Job In Shipping 5

2. Safety On The Job 7

3. Standard Rules And Regulations 8

4. Rules To Follow On The Job 10

5. Tools And Equipment On The Job 11

6. Custodial Supply Order 14

7. Labeling Cartons For Delivery 15

8. Procedure For Stacking School Supplies 18

9. Safety Aspect Of Lifting And Stacking Procedure 20

10. Proper Use Of Hand Trucks 32

11. What Is A Purchase Order? 34

12. What Are Invoices? 35

13. Correcting Invoice Errors 36

14. What Are Safe And Unsafe Unpacking Procedures? 38

15. Inspection Of Packages And Contents 39

16. Purpose Of School District Cross-File 41

17. Good Housekeeping 44

SHIPPING AND RECEIVING: Overview

A handtruck is an essential piece of equipment, which the student-trainees learned to properly use in the shipping and receiving department.

SHIPPING AND RECEIVING: Overview

This picture shows the counselor-trainer (Mr. Dennan) and a student-trainee in an actual vocational training session in the shipping and receiving department at Delhaas High School.

SHIPPING AND RECEIVING: Overview

James S. is learning by first-hand experience that there is a correct way to handle cartons and boxes in the shipping and receiving department.

This is some of the equipment used daily in the shipping and receiving department. The top picture shows where the supply directories are kept. The bottom picture shows the adding machine, which makes arithmetic calculations much easier to do on the job.

Lesson One

SHIPPING AND RECEIVING: Orientation To Having A Job In Shipping

GENERAL CONCEPT: Introduction to shipping and receiving

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the term shipping and receiving.
2. The student will realize that daily lives involve some facet of the shipping and receiving process.
3. The student will realize the importance and complexity of shipping and receiving services.

READINESS EXPERIENCES:

1. What does the term shipping and receiving mean?
2. Where do you see the shipping and receiving process in operation?
3. How does the process take place?
4. Who works in a shipping and receiving department?
5. Do you know anybody who works in some shipping and receiving department?
6. Why don't some places have a shipping and receiving department?
7. Can a lot of jobs in shipping and receiving be done by a woman?

LEARNING EXPERIENCES:

1. Write the term shipping and receiving on the board and have the class try to define it.
2. List the places which the students know have a shipping and receiving department.
3. Have the students describe the skills needed by the people who work in a shipping and receiving department.
5. Discuss any shipping and receiving activities which occur in the home.

STUDENT ACTIVITIES:

SHIPPING AND RECEIVING: Orientation To Having A Job In Shipping (Cont.)

1. Have students make individual lists containing the jobs they think are contained in a shipping and receiving department.

2. Have students read aloud their individual lists and make a master class list on the blackboard, using ideas selected from them.

3. Take the student on a tour of some local shipping and receiving department, if arrangements can be made.

SHIPPING AND RECEIVING: Safety On The Job

Name ____________________

1. Teacher or student can read each statement. Students will write true or false after each one.

"Safety on the job means". . .

1. putting tools away when the job is completed. ______
2. running up or down stairs. ______
3. lifting a box 2 ft. by 6 ft. in your arms. ______
4. piling boxes above your head. ______
5. keeping loose trash picked up. ______
6. stacking boxes with the largest one on top. ______
7. leaving trash from opened cartons on the floor. ______
8. stacking cartons with the largest on bottom. ______
9. sitting on piled cartons or boxes. ______
10. returning skids to loading area promptly. ______
11. leaving a dolly in a doorway. ______
12. thinking about your task, not daydreaming. _____
13. listening carefully to directions. ______
14. carrying tools on top of stacked skids. ______
15. putting boxes away promptly. ______

Student Activity 2a

Lesson Three

SHIPPING AND RECEIVING: Standard Rules And Regulations

GENERAL CONCEPT:

1. Standard attendance rules and regulations

BEHAVIORAL OBJECTIVE:

1. The student will be familiar with standard attendance rules and regulations on a job.

READINESS EXPERIENCES:

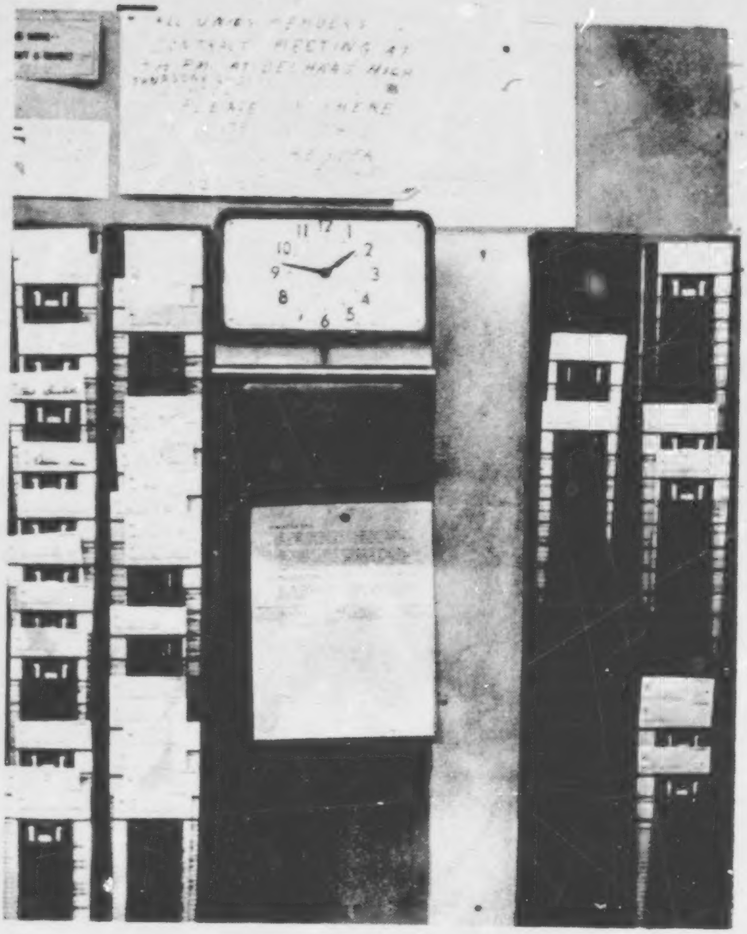
1. What are rules?
2. Have you ever had a job before? If so, what rules did you follow?
3. What happened if you didn't follow them?

LEARNING EXPERIENCES:

1. Discuss why it is important to go to work every day. What do "Loyalty to the company" and "Responsibility to the company" mean?
2. What are reasons for being absent? Have students recall times from experiences when they had to be absent from their tasks.
3. Discuss the importance of being punctual and getting to class on time. Relate this to the importance of getting to the job on time.

STUDENT ACTIVITIES:

1. Go to see a time clock; practice punching in.
2. Have a math lesson on figuring pay according to a time card.
3. Invite a personnel man to speak to the group about the above practice.
4. Game - Have several situations on a card (Ex. - oversleep). Have one student draw a card and tell what he would do, in regards to a job, if that situation occurred. Encourage the other members of the class to join in the discussion.


ALL UNION MEMBERS
CONTRACT MEETING AT
PM AT DELHAAS HIGH
PLEASE THERE

SHIPPING AND RECEIVING: Standard Rules And Regulations

Name ______________________

1. Using the words "Friendliness", "Cooperation", "Industrious" and "Determination", write as many words as you can find for each. Try to use all the letters in each word.

1. Friendliness

2. Cooperation

3. Industrious

4. Determination

Student Activity 3a

SHIPPING AND RECEIVING: Rules To Follow On The Job

GENERAL CONCEPT:

1. Important rules to follow on the job

BEHAVIORAL OBJECTIVE:

1. The student will become familiar with various job rules and regulations. This familiarity should help him attain success in the job.

READINESS EXPERIENCES:

1. What would happen if you got into a fight on the job?
2. What would happen if you came to the job drunk?
3. What would happen if you punched in someone else's time card when they were absent?

LEARNING EXPERIENCES:

1. List ways you could get in trouble on the job.
2. Visit the time clock area. Give everyone a card to use in the time clock. Return to the classroom and discuss why a time clock is used.
3. Discuss the importance of punching in and out everyday. Emphasize the importance of punching your own time card.

STUDENT ACTIVITIES:

1. Discuss these terms and how they apply to rules which an employer might have: Foul language, horse play, loafing, stealing, gambling, fighting, illegal use of time.
2. What would be appropriate clothing to wear if you worked in a store, in a restaurant, in a steel mill, in a shipping and receiving department of a school, or in a hospital kitchen? What does the clothing we wear have to do with the rules of a job?

SHIPPING AND RECEIVING: Tools And Equipment On The Job

GENERAL CONCEPT:

1. Specific tools for each job

BEHAVIORAL OBJECTIVES:

1. Students will be able to name the tools used in shipping and receiving operations when he sees them.
2. Students will be able to match use of specific tools to the appropriate operation.
3. Students will relate inefficiency, carelessness, danger and breakage to poor choice of tools for a job.

READINESS EXPERIENCES:

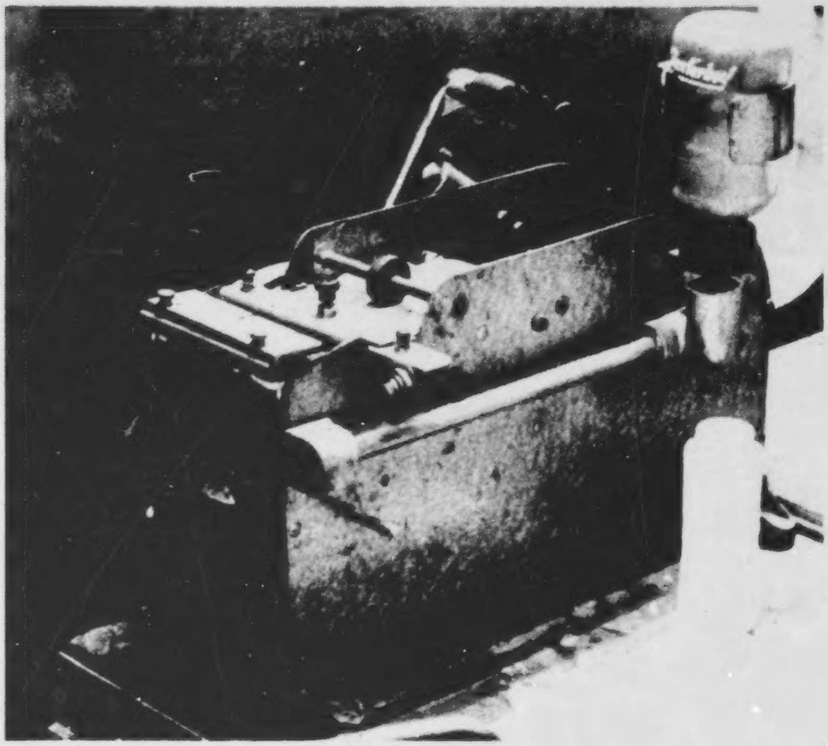
1. Did you ever receive a package that was hard to open? Too heavy for you to lift?
2. What did you do?
3. How do the custodians move a lot of packages in school? Why?
4. What kinds of packages need to be opened carefully?

LEARNING EXPERIENCES:

1. Have pictures of tools for students to look at. Have students decide whether the tool is for opening packages or moving packages.
2. Discuss proper use of all tools and equipment. Students could demonstrate, using the equipment for a particular shipping job.
3. List names of tools and equipment on the board. Students could copy the list. Hold up or point to the tool. Students:
   a. respond with the name
   b. write the name on answer sheet, using spelling of words on the board.

SHIPPING AND RECEIVING: Tools And Equipment On The Job

HOW A SKID IS LOADED (STACKED)



TAPE MACHINE

WRAPPING PAPER ROLL

SHIPPING AND RECEIVING: Tools And Equipment On The Job

Name ____________________

1. Teacher and student read the words out loud, locating them on photograph if appropriate. Student will categorize the tool by type of use. Class may discuss the categories "used to open", "used to close" and "used to move".

   1. large screwdriver
   2. dolly
   3. metal shears
   4. pliers
   5. cart
   6. crowbar
   7. stationary skid
   8. scale
   9. wrapping paper
   10. tape machine
   11. straps
   12. small screwdriver
   13. knife
   14. hand truck
   15. mobile skid
   16. gloves
   17. twine and string
   18. baler

Used to open	Used to close (seal)	Used to move

Student Activity 5a

SHIPPING AND RECEIVING: Tools And Equipment On The Job

Name ____________________

1. Teacher and students read and discuss words, reviewing from pictures if appropriate. Students then unscramble the words at the bottom of the page to match vocabulary.

1. adjustable wrench
2. steel tape, 12 ft.
3. hack saw
4. tool box
5. 2 ft. rule
6. Stillson Wrench
7. 2 ft. level
8. putty knives
9. metal shears
10. pliers
11. Allen wrenches
12. marking pen

Scrambled Words

1. lerisp
2. 2 tf. uler
3. cakh was
4. tutyp nkvise
5. Karmngi epn
6. dajtsubale rwnehc
7. lalne rwnehcse
8. llitSsno rwnhce
9. tslee apet 12 tf.
10. 2 tf. eelvl
11. emtla hsaesr
12. loot xob

Student Activity 5b

SHIPPING AND RECEIVING: Custodial Supply Order

GENERAL CONCEPT:

1. Custodial or janitoral supply order form

BEHAVIORAL OBJECTIVES:

1. Students will be able to read a general supply form.
2. Students will be able to correctly fill out a supply form from oral or written requests.

READINESS EXPERIENCES:

1. Were you ever told to do something and forgot what it was?
2. Why is it necessary to write things down?
3. How can you avoid mistakes?
4. Is there a place near your telephone at home to record messages? If not, has this caused any problems?

LEARNING EXPERIENCES:

1. Make samples of custodial supply forms using school forms. Read over with students the parts of the form.
2. Students could copy sample items from board on to a blank form. Check for a correct copy.
3. Students make out 3 order forms from written notes, or from dictation, as in a telephone conversation.

SHIPPING AND RECEIVING: Custodial Supply Order

Name ____________________

1. Discuss the kinds of materials a custodian would need to order. How would you decide the quantity needed? Why isn't there a space for price on this form?

   Make out an order for:
   a. 5 gallons wax, 4 cartons paper towels, 16 boxes bar soap and 2 heads for waxer
   b. 15 wastebaskets, 1 carton wastebasket liners, 10 dozen boxes of pencils and 1 utility box

SCHOOL DISTRICT OF BRISTOL TOWNSHIP
REQUEST FOR JANITORIAL SUPPLIES

DATE ____________

FOR ____

SCHOOL ____

QUANTITY	DESCRIPTION

RECEIVED BY __________________ DATE ____________

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure

Name ____________________

1. Write yes or no after each of the following questions. If you are injured on the job, do you:

    1. go to a doctor?
    2. go home to mom?
    3. pay the doctor?
    4. tell your boss?
    5. tell your supervisor?
    6. call payroll and report the injury?
    7. go to a hospital?
    8. say, "It's nothing"?
    9. fill out district injury form?
    10. pretend you're a hero and go on without treatment?

2. Has any member of your family ever been injured at work?

3. How did they handle the "paper work"? Were they paid?

4. Prepare a report for the class about how they prepared the claim.

Student Activity 9b

Lesson Seven

SHIPPING AND RECEIVING: Labeling Cartons For Delivery

GENERAL CONCEPT:

1. Labeling cartons for delivery

BEHAVIORAL OBJECTIVES:

1. Students will understand the labeling of cartons for delivery in terms of accuracy and legibility.
2. Students will correctly label 10 delivery items.

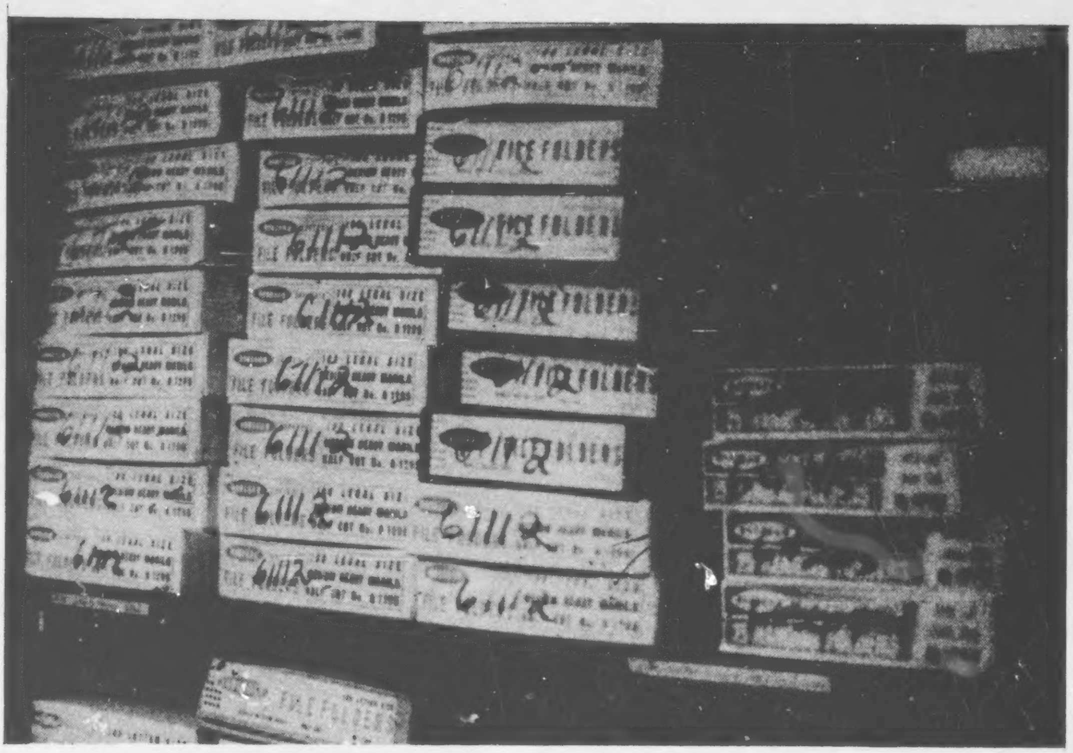
READINESS EXPERIENCES:

1. Have you ever seen boxes marked for delivery? What words were on them?
2. How would you label something like a mop which has no container?

LEARNING EXPERIENCES:

1. Learn and practice printing clearly with a felt tip marker. Letters must be large print.
2. Have students learn the "code" or system for labeling in the school building or the school district.
3. Students could follow labeling procedures on cartons sent to different locations in the school.
4. Have students bring in the addressed portion of cartons which might be in their homes. Study the labeling. Explain the purchase order numbers.

SHIPPING AND RECEIVING: Labeling Cartons For Delivery


FILE FOLDERS
6111

LABELING

SHIPPING AND RECEIVING: Labeling Cartons For Delivery

4120F
41208
41208
unisource
14-1272MH20

PROPER AND CAREFUL LABELING

SHIPPING AND RECEIVING: Labeling Cartons For Delivery

Name ____________________

1. Teacher will explain that rather than write out the place for delivery within a building, receiving departments use code numbers. The teacher will say a series of code numbers and students would write in the source according to this chart.

	CODE NUMBER
Office	1
Guidance Office	2
Gym	3
Music Room	4
Classroom 1	5
Classroom 2	6
Classroom 3	7
Classroom 4	8
School Newspaper Office	9
Cafeteria	10
Art Room	11
Math Office	12
Audio-Visual Room	13
Library	14
Custodian's Office	15

Student Activity 7a

SHIPPING AND RECEIVING: Procedure For Stacking School Supplies

GENERAL CONCEPT:

1. Procedure for stacking school supplies

BEHAVIORAL OBJECTIVES:

1. Students will learn techniques of stacking supplies safely and in order.
2. Students will learn to avoid poor ways of stacking supplies.

READINESS EXPERIENCES:

1. How would "neatness" be important in stacking carton material?
2. How would safety be important to consider in stack-operations?
3. Will stacking procedures be the same in a hospital, in a school, and in a factory?

LEARNING EXPERIENCES:

1. Discuss the advantages in locating materials stacked in an orderly way. List them on the board.
2. Have students pantomime "poor" stacking techniques with or without props. Class tries to guess what student is doing wrong or unsafely.
3. Some don'ts for stacking: Don't stack items too high or too wide, stack fragile item on bottom, or stack heavy items on top. Don't stack too much on a skid or leave a fully loaded skid in a hallway.
4. Have someone from the receiving department in your school district come in to discuss "packing out" and "making a count".

SHIPPING AND RECEIVING: Procedure For Stacking School Supplies

Answers to Student Activity 8a, Number 2.

1. skids
2. stacks
3. packing out
4. fixed
5. mobile
6. lift
7. count
8. label
9. dolly
10. supplies

SHIPPING AND RECEIVING: Procedure for Stacking School Supplies

BUCHANAN
IBM IBM
IBM IBM
BUCHANAN

PROPER STACKING OF SKID

STACKING NEATLY

SHIPPING AND RECEIVING: Procedure For Stacking School Supplies

Name ____________________

1. Have students review these terms used in supply room practice:

    1. dolly
    2. count
    3. mobile
    4. packing out
    5. skids
    6. stacks
    7. fixed
    8. lift
    9. label
    10. supplies

2. Unscramble these words used in a shipping and receiving department:

    1. kidss
    2. katcss
    3. knigcap uto
    4. xiedf
    5. mibole
    6. flit
    7. utonc
    8. bella
    9. lodly
    10. lipsupes

3. Students could practice writing an order to an employee using each of these terms above.

Student Activity 8a

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure

GENERAL CONCEPT:

1. Safety aspect of lifting and stacking procedures

BEHAVIORAL OBJECTIVES:

1. Student will learn to associate safety with making assessments of a given task.
2. Students will make realistic choices about carrying weight after a self-evaluation.

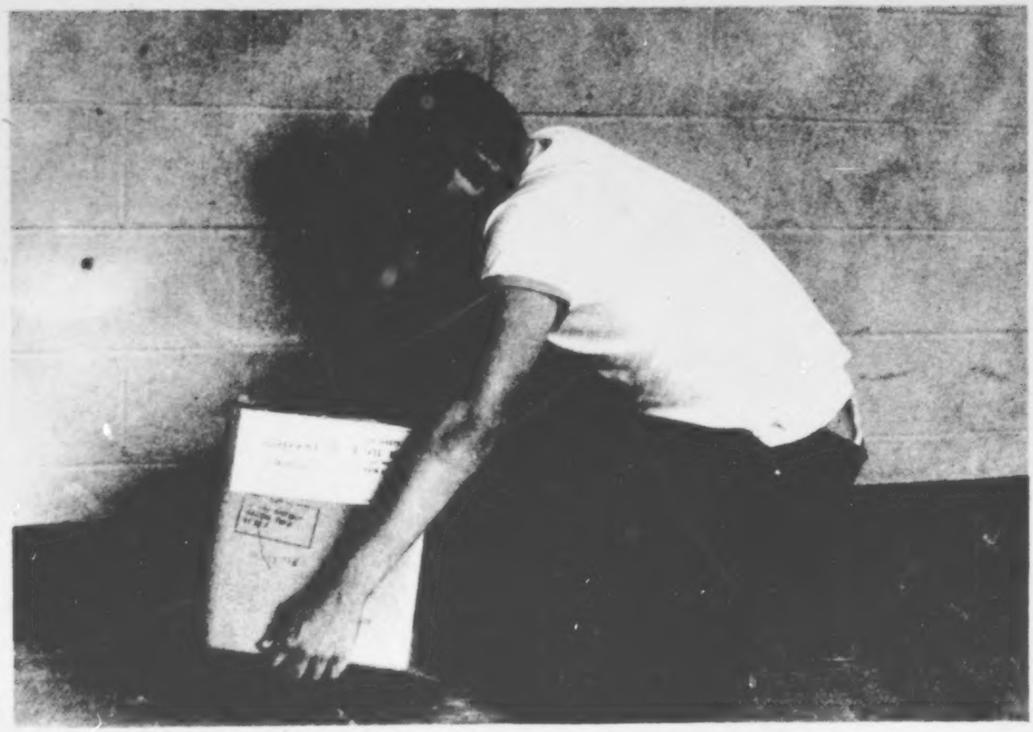
READINESS EXPERIENCES:

1. Is there a correct way to lift boxes?
2. Do you bend your knees to lift heavy items?
3. What do you do if you need to lift a box that is too heavy for you? Would you ask for help?
4. What relationship is there between moving heavy objects above your head and serious accidents?
5. Should you "be brave" about an injury? Who should you report it to?

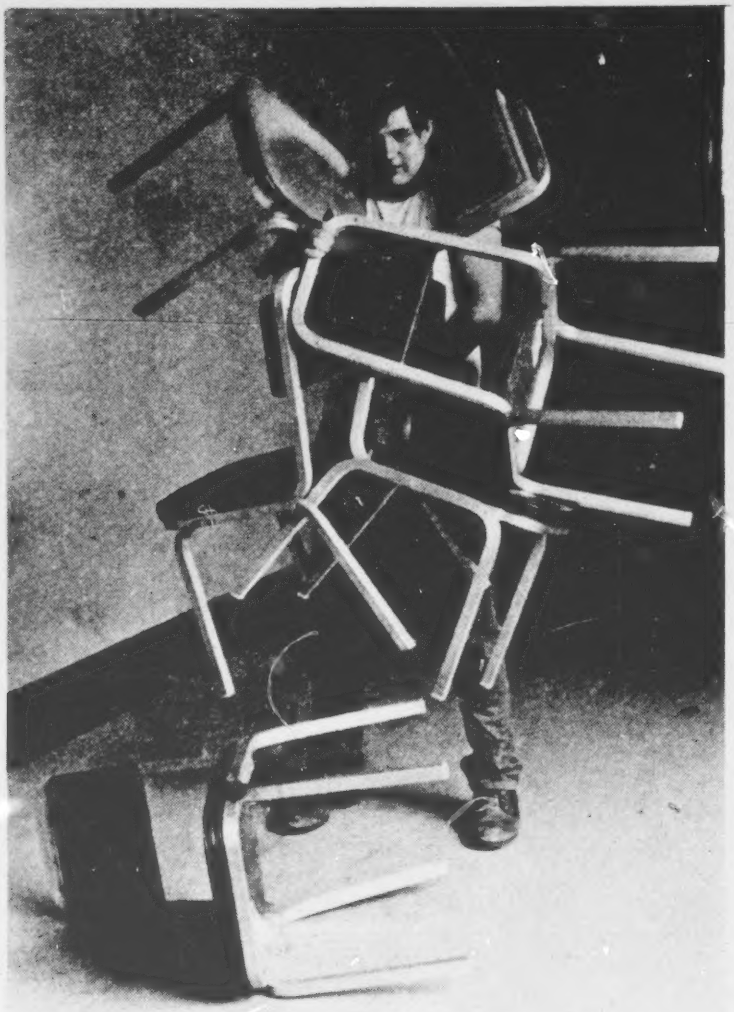
LEARNING EXPERIENCES:

1. Demonstrate and discuss with students these terms: body movement, muscles, weight, lifting and balance.
2. Discuss different ways for 2 people to carry heavy or average objects.
3. Show how and where strain can be bad for the body. Use Student Activity 9a for students to identify possible injuries to the body.
4. Discuss these aspects of reporting injuries to the employer:
    a. Report to supervisor.
    b. Go to hospital if needed.
    c. Go to own doctor if needed.
    d. Call payroll and report the injury.
    e. Fill out proper forms.
    f. Learn how to send doctor's bill to the employer.

INCORRECT LIFTING

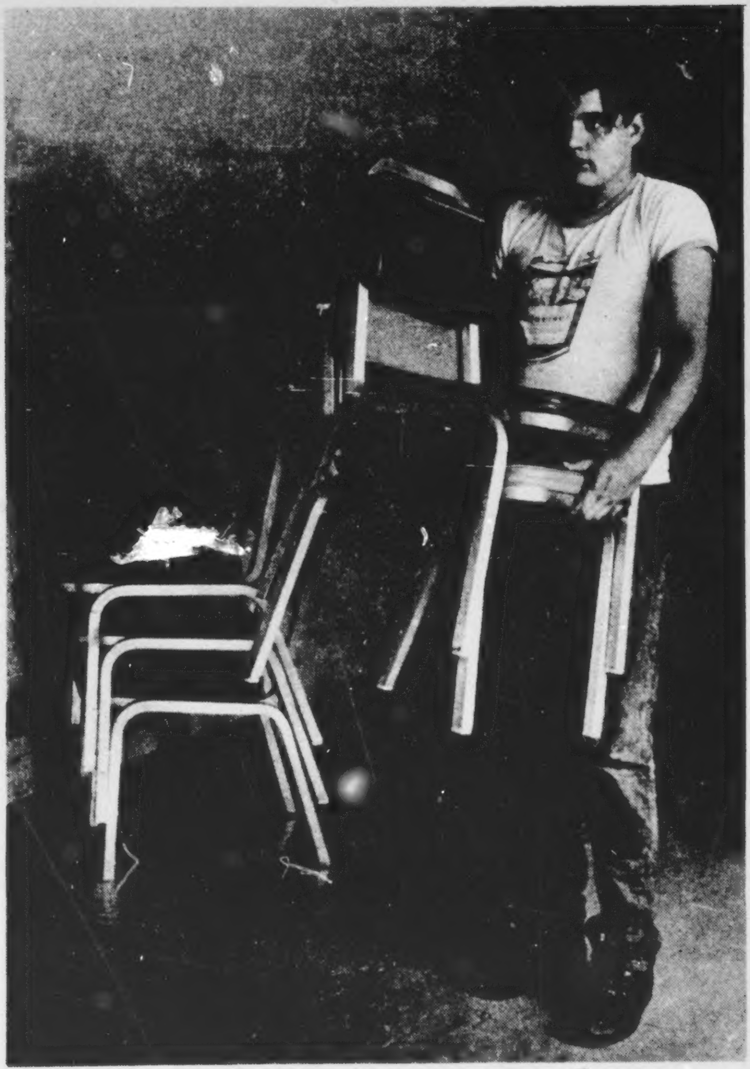


CORRECT LIFTING



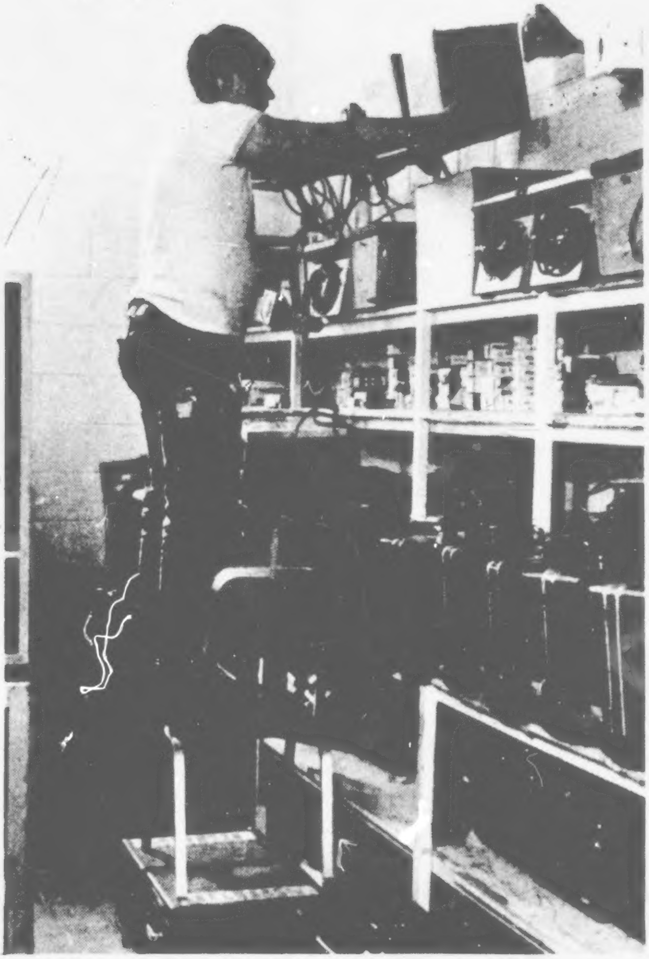
INCORRECT PROCEDURES

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure



CORRECT CARRYING PROCEDURE

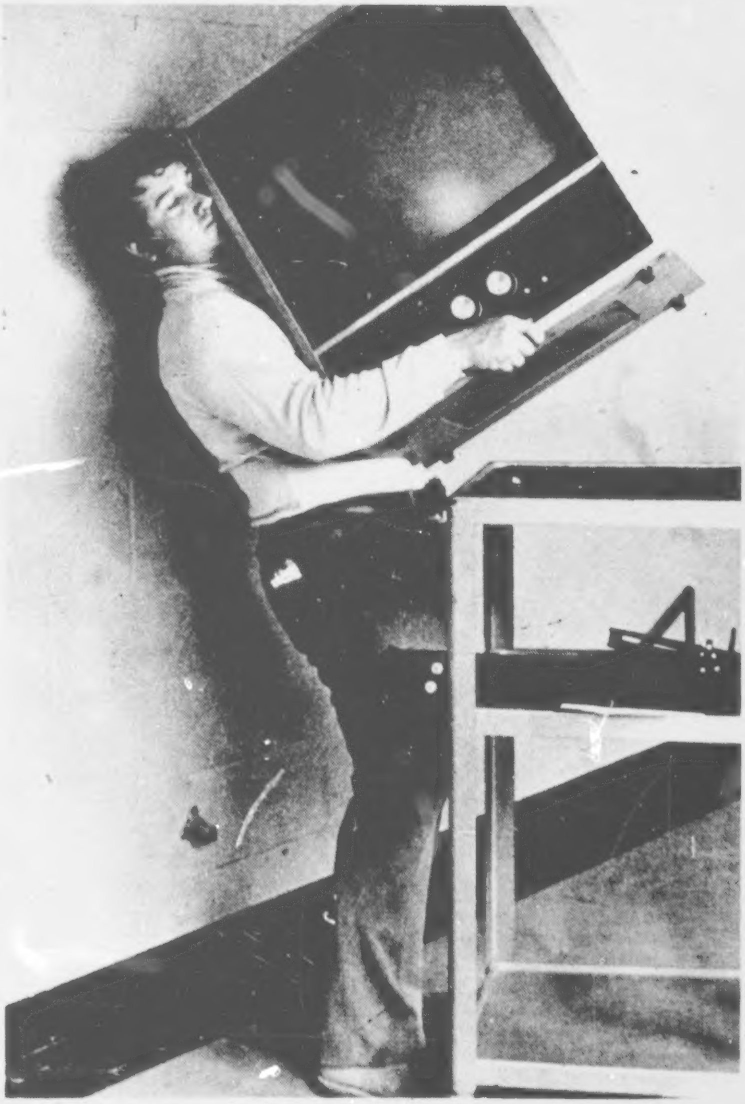
SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure



INCORRECT STACKING

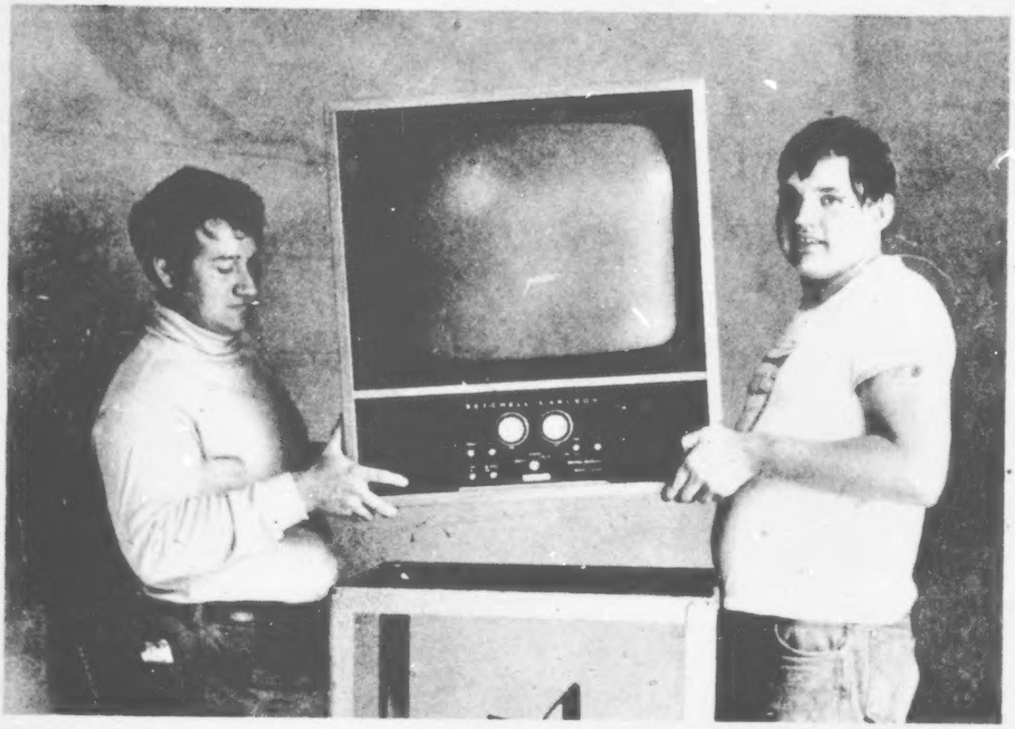
CORRECT STACKING

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure



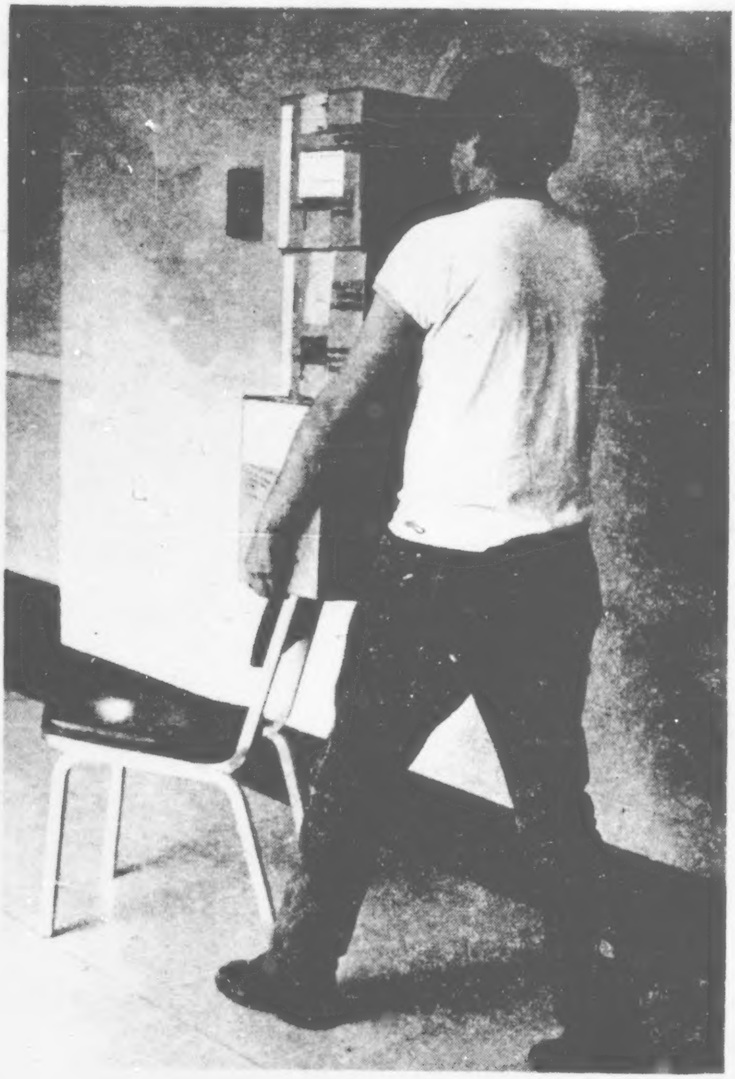
INCORRECT LIFTING

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure

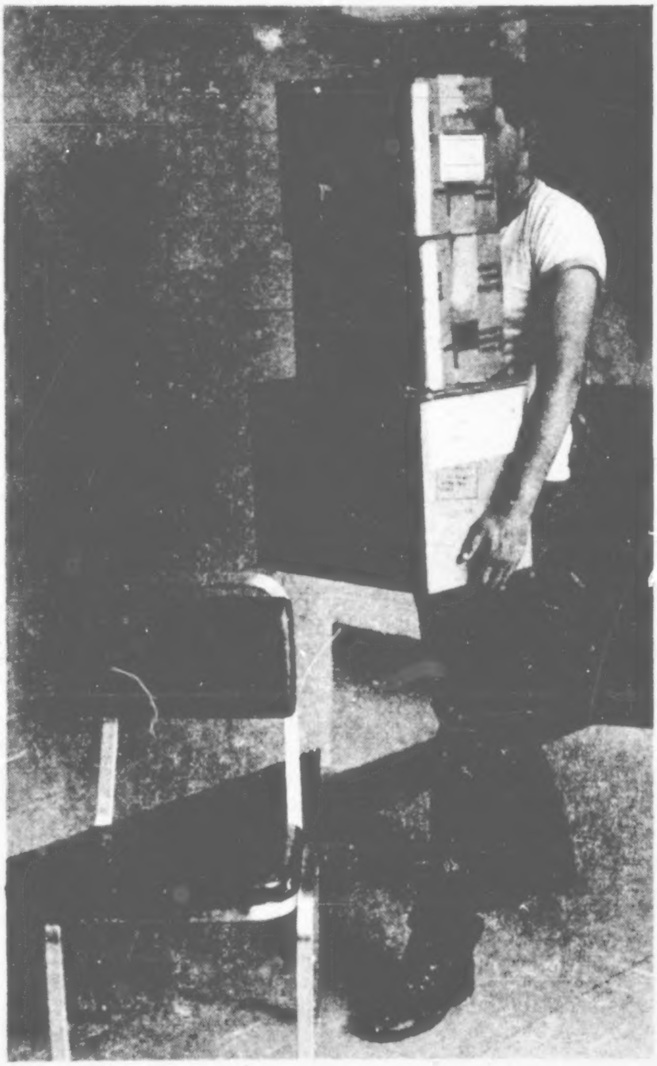


CORRECT LIFTING

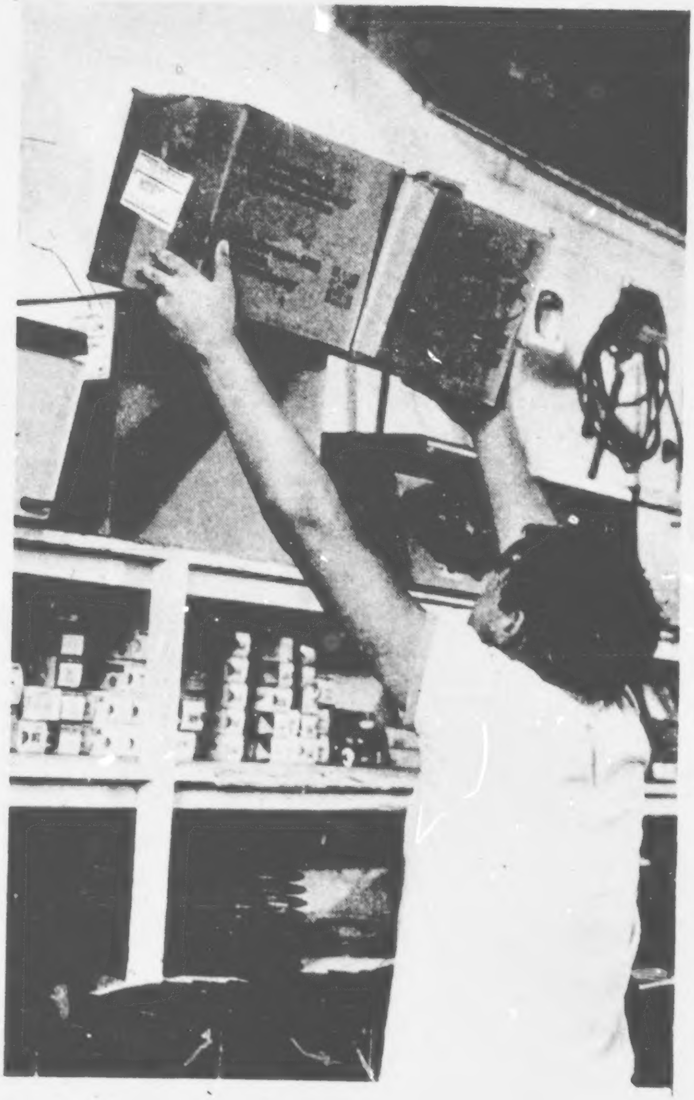
Safety Aspect Of Lifting And Stacking Procedure



INCORRECT PROCEDURES



INCORRECT CARRYING



INCORRECT LIFTING

SHIPPING AND RECEIVING: Safety Aspect Of Lifting And Stacking Procedure

Name ____________________

1. Write yes or no after each of the following questions. If you are injured on the job, do you:
    1. go to a doctor?
    2. go home to mom?
    3. pay the doctor?
    4. tell your boss?
    5. tell your supervisor?
    6. call payroll and report the injury?
    7. go to a hospital?
    8. say, "It's nothing"?
    9. fill out district injury form?
    10. pretend you're a hero and go on without treatment?
2. Has any member of your family ever been injured at work?
3. How did they handle the "paper work"? Were they paid?
4. Prepare a report for the class about how they prepared the claim.

Student Activity 9b

SHIPPING AND RECEIVING: Proper Use Of Hand Trucks

GENERAL CONCEPT:

1. Proper use of hand trucks

BEHAVIORAL OBJECTIVES:

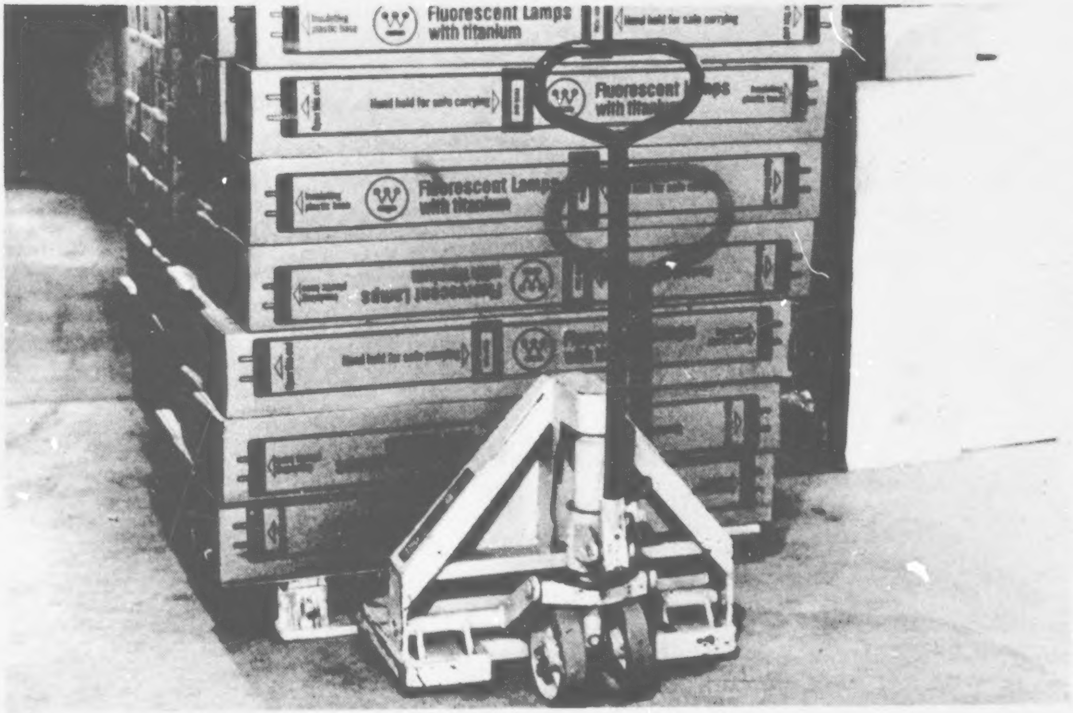
1. Students will learn to properly place and balance a hydraulic hand truck.
2. Students will be able to assess whether a hand truck is properly loaded.

READINESS EXPERIENCES:

1. What is a hydraulic hand truck?
2. What does it do?
3. Does the truck know and respond to being incorrectly loaded?
4. Whose responsibility is it to load it correctly for balance?

LEARNING EXPERIENCES:

1. Use stock room field experience or have shipping personel demonstrate use in classroom to show scope of uses of a hand truck. Perhaps a custodian could also illustrate this.
2. Discuss construction and physics principals of why the hydraulic system is more efficient.
3. Draw, trace or copy a handtruck and label the parts.
4. Students could talk about ways household chores could be aided by the use of a cart. Have students recall discussion of the use of carts from the unit on food service.


Fluorescent Lamps with titanium
Hand hold for safe carrying

FULLY LOADED HYDRAULIC TRUCK

SHIPPING AND RECEIVING: What Is A Purchase Order?

GENERAL CONCEPT:

1. What is a purchase order?

BEHAVIORAL OBJECTIVES:

1. Students will become familiar with the supply process using purchase orders.
2. Students will be able to correctly check a completed order against the original purchase order for accuracy.
3. Students will learn to complete all steps in checking procedures to maintain inventory and files.

READINESS EXPERIENCES:

1. What is a purchase? What is a purchase order?
2. Why is each purchase order numbered? Who gets the copies?
3. Why is every item on the purchase order also numbered?
4. Why is accuracy and completeness important in checking purchase orders as they are filled?

LEARNING EXPERIENCES:

1. Ask your business office for a sample of all forms used in the ordering process or have one of the students visit a Sears catalog office and bring sample forms used to order merchandise.
2. Acquaint students with the concept of "part number". For Student Activity 11a, students can review the first four pages of a district supplies' list and record the proper part number.
3. Discuss the warehouse requisition - Student Activity 11b with students. If you use it to make dittoed copies, they could complete a sample order as a teacher might in getting ready for the opening of school, by using the form sheets from Student Activity 11a.

SHIPPING AND RECEIVING: What Are Invoices?

GENERAL CONCEPT:

1. What are invoices?

BEHAVIORAL OBJECTIVES:

1. Students will be able to tell what information is needed to complete an invoice slip.

2. Students will be able to correctly use an invoice slip. They will use it to check number, size and type of ordered materials.

READINESS EXPERIENCES:

1. What do these invoices have in common? (Exhibit different invoices).

2. Why should they be attached to or arrive with the package?

3. How many people see an invoice between the time it is typed and the time the merchandise arrives at the correct destination?

LEARNING EXPERIENCES:

1. Read two or three invoice slips as a class and discuss the information. List it in chart form on the board. Call on different students to verify information on the invoice slips.

2. Stress the importance of complete checking of the invoice against contents of the carton.

3. Set up boxes with miscellaneous materials, each with an invoice slip. Let small groups of students check each one for contents listed and received.

4. The teacher could list contents of four sample cartons on the board, as they are dictated by the students. If the companies are identified as the Acme Produce Co., The American Book Co., The Block Janitorial Co., and the Montgomery Ward Co., students should be able to list sample items which could be purchased from each company.

Lesson Thirteen

SHIPPING AND RECEIVING: Correcting Invoice Errors

GENERAL CONCEPT:

1. Correcting invoice errors

BEHAVIORAL OBJECTIVE:

1. Students will be able to follow up invoice errors by taking appropriate action.

READINESS EXPERIENCES:

1. What if the order is incomplete and items are missing?
2. Would it be possible for an order to include too much material?
3. What if the material is damaged by breaking or spilling?
4. What if unordered items are included?

LEARNING EXPERIENCES:

1. Discuss need to count contents of all packages carefully and match against the invoice.
2. Discuss the fact that the employee must know who to give information to when he sees errors. Stress follow up practices to carry out all job responsibilities. Discuss role of the supervisor.
3. How do you tell your supervisor of any problems? Does he want it written? Is there a place to note this information in writing?
4. Discuss ideas of promptness in reporting damage or loss.
5. If possible, have the secretary who checks in your school supplies come to the class with copies of purchase orders, invoices and packing slips. Ask her to describe procedures, especially when there are errors.

STUDENT ACTIVITIES:

1. Have students read and interview each other on the problems posed in Student Activity 13a. Answers may be written first on the board and then copied under the problem on the page. Stress reporting to super-

visor, marking the carton with the word "damaged" when appropriate.

2. Students could write letters to each company, telling of the problem, using ficticious purchase order and invoice numbers. This would be good practice for their future role as consumers when merchandise needs to be returned or replaced.

SHIPPING AND RECEIVING: Correcting Invoice Errors

Name ____________________

Read the problem and write your answer below it.

1. The American Book Company sent all four grades of math workbooks, but the teacher's manuals are missing. What should you do? What will your employer need to do when you tell him?

2. The Portland Pottery Company carton is damaged. Two of the eight gallons leaked and are not full. What would you do? What will your supervisor probably do?

3. Kurtz Paper Company sent 40 reams of white ditto paper, instead of 30 white and 10 forrest green. What would you do? What will your supervisor do?

Student Activity 13a

SHIPPING AND RECEIVING: What Are Safe And Unsafe Unpacking Procedures?

GENERAL CONCEPT:

1. What are safe and careful unpacking procedures?

BEHAVIORAL OBJECTIVES:

1. Students will be able to discriminate between safe and unsafe procedures for opening crates and cartons.
2. Students will be able to open crates and materials so as to avoid damage and loss.

READINESS EXPERIENCES:

1. What tool would you use to open a wooden crate? A cardboard box? Cartons closed with tape?
2. Why should you use instruments rather than your hands, to open packages?

LEARNING EXPERIENCES:

1. In order not to injure oneself, students need to discuss how to use tools safely. They could practice using an empty carton in class.
2. Have students read word bank words on Student Activity 14a, and discuss them in terms of the shipping room activities.
3. The class could do Student Activity 14a on safe procedures together and discuss why the safety rules should be followed.

SHIPPING AND RECEIVING: What Are Safe And Unsafe Unpacking Procedures?

Answers to Student Activity 14a, Number 1.

1. safely
2. tools
3. safety
4. pliers
   staples
5. knife
6. stapler
   carton
7. hammer
8. bruise
9. tools
10. prevent

SHIPPING AND RECEIVING: What Are Safe And Unsafe Unpacking Procedures?

Name ________________

1. WORD BANK: Use the following words to fill in the blanks in the sentences below.

tools, injury, safely, safety, carton, knife, pliers, staples, stapler, bruise, wound, prevent, hammer

1. Always open cartons ____________.

2. Using ___________ instead of hands helps do the job without injury.

3. Observe the rules of ____________ when working.

4. Using ___________ to pull out ___________ is a good work habit.

5. If you use a ___________ safely, you will not cut yourself.

6. Remember to fill the ____________ with staples, to use it on a _____________.

7. Do not use a ____________ to open cartons.

8. If you ___________ your hand, put an ice pack on it.

9. Always put ___________ away when not in use.

10. Work safely to ___________ injury.

Student Activity 14a

SHIPPING AND RECEIVING: Inspection Of Packages And Contents

GENERAL CONCEPT:

1. Inspection of package and contents

BEHAVIORAL OBJECTIVE:

1. Students will be able to recognize the value of inspection procedures.

READINESS EXPERIENCES:

1. What are the names of the papers used by shippers to identify materials?

2. Who makes up the purchase order?

3. Is there an organized procedure needed to check-in materials as they arrive at the school or store or factory?

LEARNING EXPERIENCES:

1. Read aloud the sequence of inspection procedures, so that the need for a step-by-step sequence is impressed on students.

2. Students can read orally the sequence.

3. Students could make a numbered checklist for themselves.

4. Write the following steps on the board. Have individual students read each sentence. Students are asked what does he do first? Then what does Mr. Dennan do? Discuss the reasons or logic of having a system.

   Mr. Dennan is head of the shipping and receiving department in our building. He wants to be sure every carton gets checked in. He wants to make sure nothing is overlooked. These are the steps he uses to do this:

   1. He opens all cartons as they come into shipping.

   2. He does this carefully and checks for damage or breakage.

   3. When this is done, he must cross-check the invoice slip against the purchase order.

SHIPPING AND RECEIVING: Inspection Of Packages And Contents (Cont.)

4. He checks each shipment twice in his department.
5. After he is certain everything is OK, he is ready to have a packing list typed.
6. Packing lists are typed in quadtriplicate of paper.
7. One packing list is kept on file in shipping and receiving.
8. Two lists are now sent with the materials to the teacher who ordered them.
9. The teacher or person who gets the order signs the packing list.
10. When Mr. Dennan gets back this signed packing list, his job is well done.

SHIPPING AND RECEIVING: Inspection Of Packages And Contents

Name ____________________

1. Students will make a check list. This is a check list for them to ask (or practice using) in shipping and receiving. Students may role-play a supervisor and shipping clerk completing an order.

Check List For Working In Shipping And Receiving

Check List	Check When Complete
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Student Activity 15a

SHIPPING AND RECEIVING: Inspection Of Packages And Contents

Name ____________________

1. Find ten small words in each of the five words below:

Industrious	Procedures	Receiving
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Shipments	Equipment
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Student Activity 15b

SHIPPING AND RECEIVING: Purpose Of School District Cross-File

GENERAL CONCEPT:

1. The purpose of the school district cross-file

BEHAVIORAL OBJECTIVE:

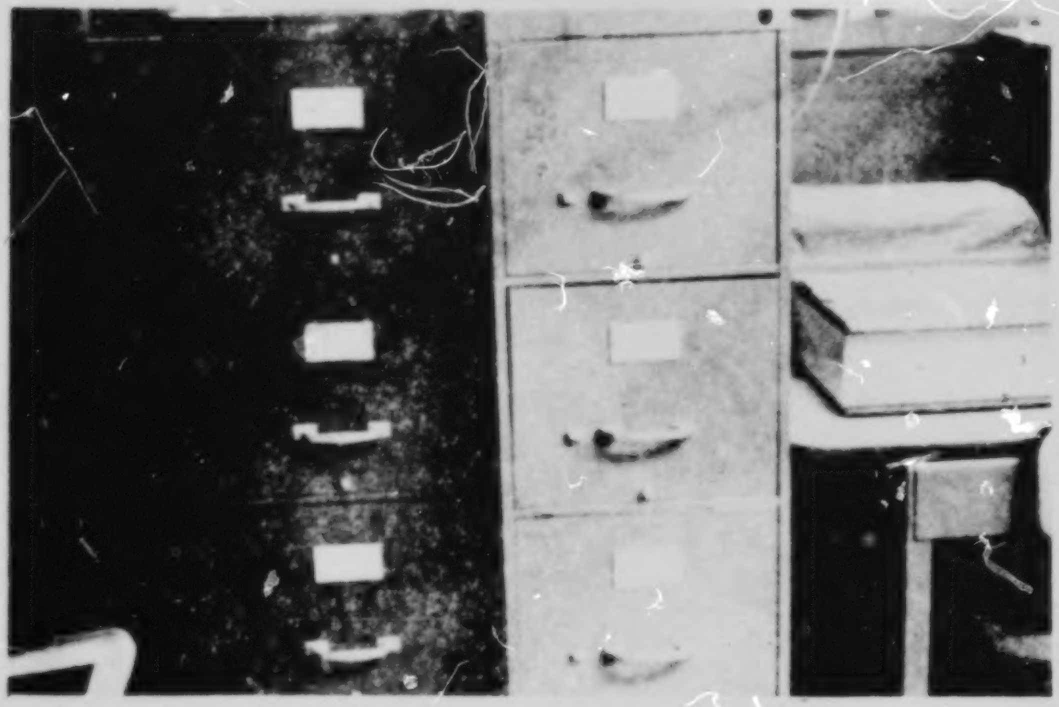
1. The student will learn to expect that complete records are kept by businesses.

READINESS EXPERIENCES:

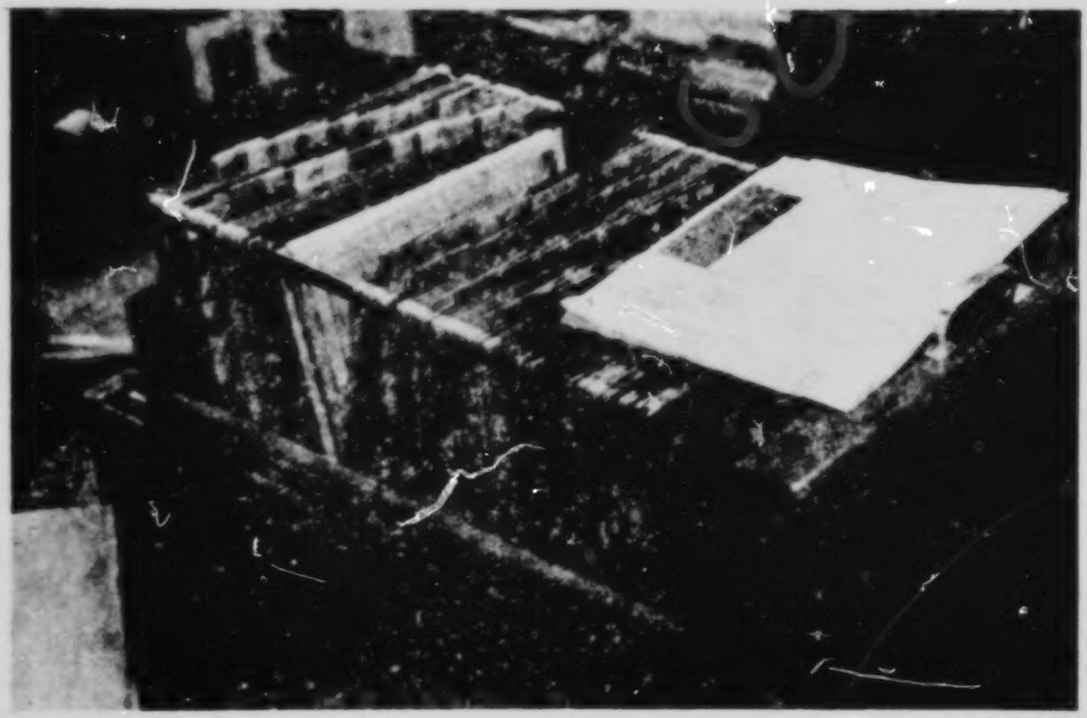
1. Do your parents keep records of finances?
2. If so, why do they keep them?
3. Do you know of any store or business that gives receipts to its customers?
4. Why would a school keep good business records?

LEARNING EXPERIENCES:

1. Have slides or filmstrips of the district cross-file and its use explained by the supervisor of shipping and receiving. If this can be done in shipping using the actual file, students would no doubt benefit from the experience
2. The class could make a list of people and businesses they know well, who keep complete records. Does the consumer always know whether a business keeps good records? How?
3. Have students tell from their experience about situations where they were given a receipt? What did they do with it? What kinds of receipts should be kept? Why? (income tax, etc.) Do businesses need to keep the same kinds of records as a family does? (Illustrate the fact that out of a $100 pay check), the family could spend its money any way it pleased without keeping a record, but a business needs to record each expenditure).



FILE CABINETS



PURCHASE FILE

SHIPPING AND RECEIVING: Purpose Of School District Cross-File

PACKING LIST ORDERS

SHIPPING AND RECEIVING: Good Housekeeping

GENERAL CONCEPT:

1. Good housekeeping is important in shipping and receiving.

BEHAVIORAL OBJECTIVE:

1. Students will understand the importance of good cleanup procedures in the shipping area.

READINESS EXPERIENCES:

1. Are there any special ways of keeping a shipping area clean?
2. How often should it be cleaned?
3. What is more likely to happen in a work area that is not kept clean and orderly?
4. What kind of working conditions exist in an area which does not practice housekeeping procedures at all?
5. What kind of an impression does a sloppy disorganized work area have on visitors and fellow workers?
6. Could working in such an area be bad for your health? How?

LEARNING EXPERIENCES:

1. Compare a sloppy kept house with a poorly kept area in regards to the apparent lack of housekeeping duties.
2. Discuss with the class the reasons for housekeeping in a work area and use student's examples of the reasons for routine housekeeping procedures.
3. Discuss the relationship between how a work area is kept and the kind of safety practices used there.
4. Ask students to use their personal experiences as examples of the housekeeping procedures used in a home, in school, or in another activity.

STUDENT ACTIVITIES:

1. Have students establish a simplified list of cleanup rules which could be used in class, in school, in any

factory or business.

2. Develop a rotating schedule and have students volunteer their services and assign them to certain jobs in keeping the room clean.

SHIPPING AND RECEIVING: What Is A Purchase Order?

Name ____________________

Article and Description	Part Number	Unit Price
1. Ace Staple Remover		
2. Bank Pins		
3. Blackboard Erasers		
4. Blackboard Rulers		
5. Book Supports		
6. Cards, Index 3 by 5 white		
7. Cards, Index 4 by 6 white		
8. Cards, Index 5 by 8 white		
9. Cards, Index 5 by 8 salmon		
10. Cards, Index 5 by 8 yellow		
11. Cement, Duco		
12. Desk Blotters 19 by 24		
13. Report Card Envelopes		
14. Erasers, Speed		
15. Art Gum 1 by 1 by 1		
16. Art Gum 2 by 1 by 1		
17. Fasteners 100/bx. 1R Three eighths		

Student Activity 11a

SHIPPING AND RECEIVING: What Is A Purchase Order?

Name ____________________

	Article and Description	Part Number	Unit Price
18.	2R, ½" round head		
19.	Mimeo Paper, yellow		
20.	News Pads, Ruled 6 by 9		

MAINTENANCE UNIT

MAINTENANCE UNIT

Table Of Contents

LESSON: PAGE:

Overview 1

1. Safety In The Home 11

2. Safety On The Job. 12

3. Attendance And Punctuality On The Job. 14

4. Using A Time Card On The Job 16

5. Development Of Self-Confidence, A Job Asset. 18

6. No Alcoholic Drinks During Work Hours. 22

7. No Narcotics On The Job. 24

8. Introduction To Maintenance. 26

9. Ordinary Outside House Maintenance Work. 28

10. Tools And Equipment Used In Outside House Maintenance Work 30

11. Maintenance Work In The Classroom. 32

12. The Custodian's Responsibilities Outside The Classroom. 34

13. What Is A Maintenance Worker?. 36

14. Rules And Regulations On The Maintenance Job. 38

MAINTENANCE UNIT: Overview

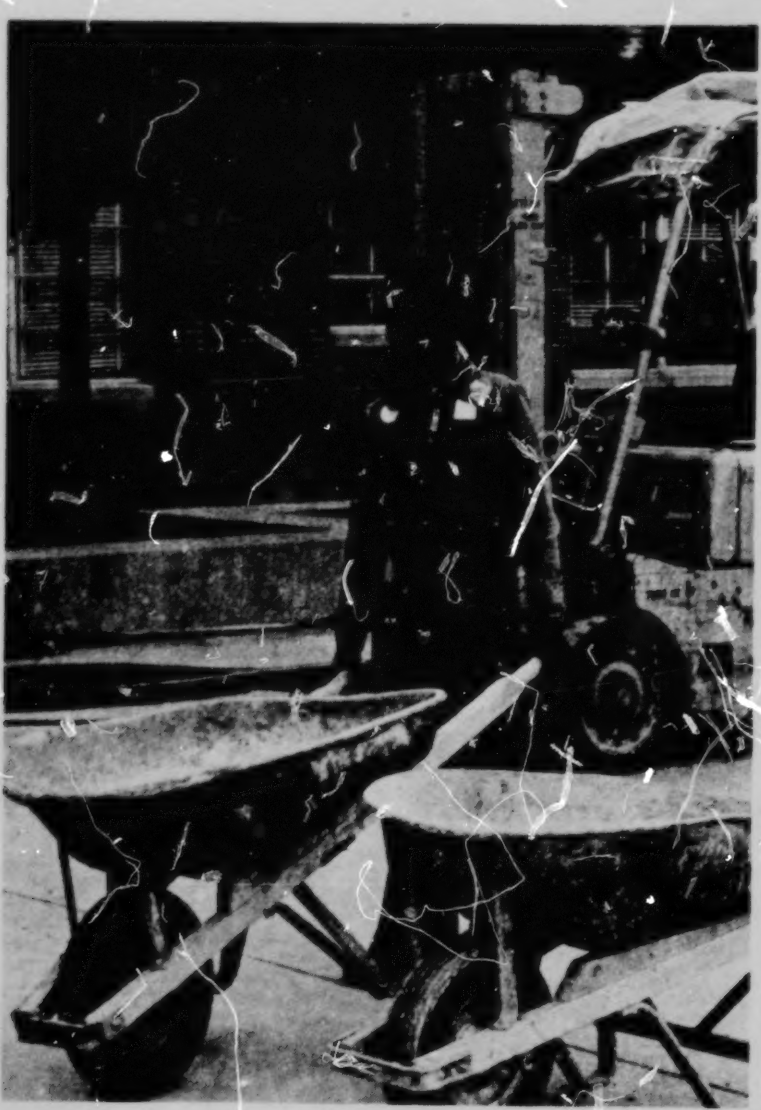
Phillip and Mr. Smith getting ready to leave the maintenance central shop as they head toward their first repair job for the day.

Mr. Smith is showing Phillip the proper procedure for repairing a broken lock after it has been removed from the door. Phillip is also learning the names and uses of the various tools needed in this particular phase of maintenance work.

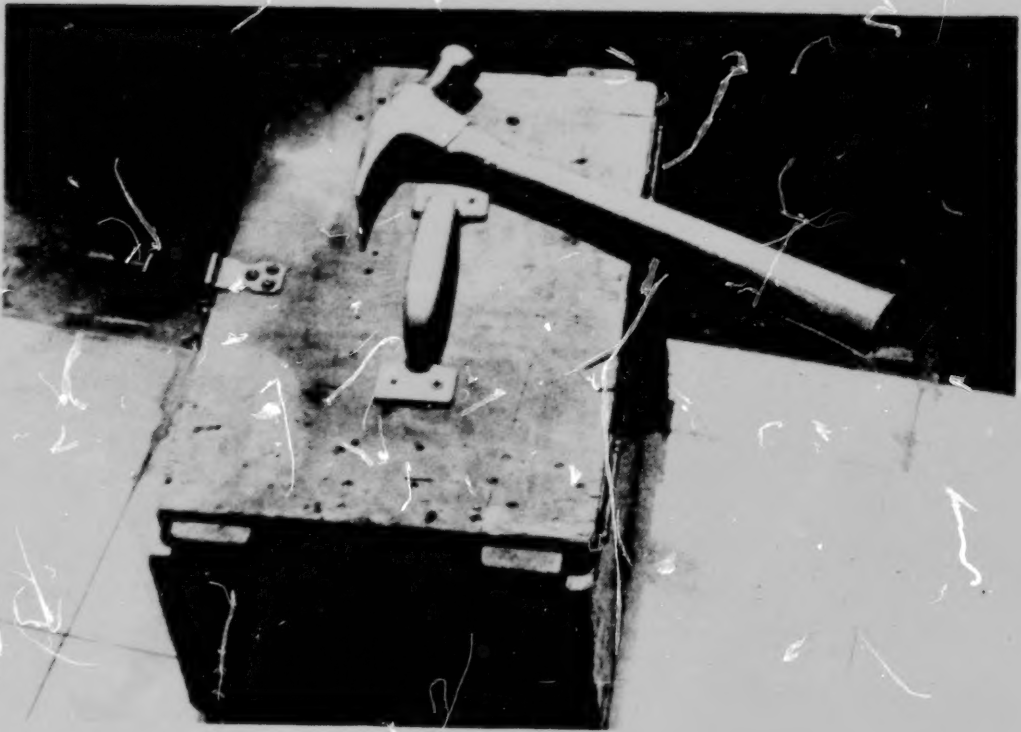
MAINTENANCE UNIT: Overview

Here, we see Mr. Smith and Phillip loading their tool boxes on a maintenance truck as they get ready to travel to their work destination in some district school. Mr. Smith and Phillip were always together in this training program and therefore worked as a team with excellent results.

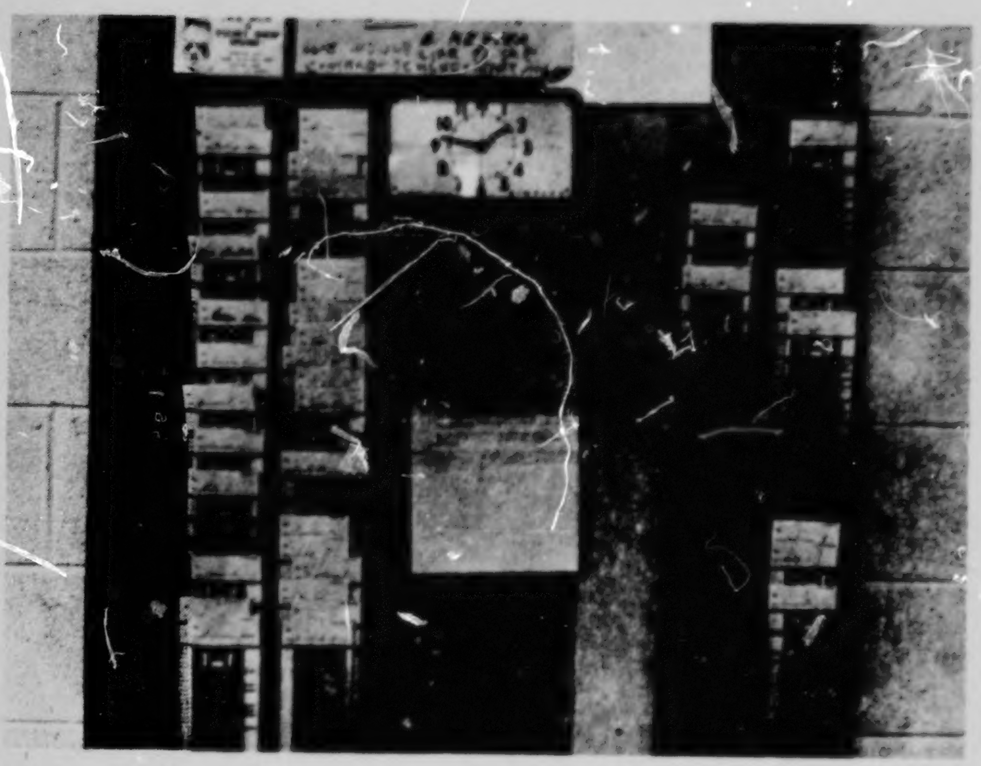
MAINTENANCE UNIT: Overview



Phillip is helping do some of the light cement repair work out in the courtyard of Delhaas High School. The courtyard patio was being repaired for graduation exercises scheduled there.



This is a picture of Phillip's tool box which contained the basic tools necessary to help Mr. Smith do simple repair work.



This is the time clock which Phillip used while he was in the training program at the maintenance department. Phillip was issued a time card and required to "punch in" and "punch out" just like the other regular employees. This routine job procedure was required because it gave Phillip practice using a time card, which is a natural part of the working man's life.

A 3-INCH PAINTBRUSH

A SPONGE AND A RAG

These two pictures show items which are essential pieces of equipment in doing simple maintenance work. Phillip learned to use these items early in his work training program. He also learned how to take care of and the techniques related to the use of the items.

MAINTENANCE UNIT: Overview

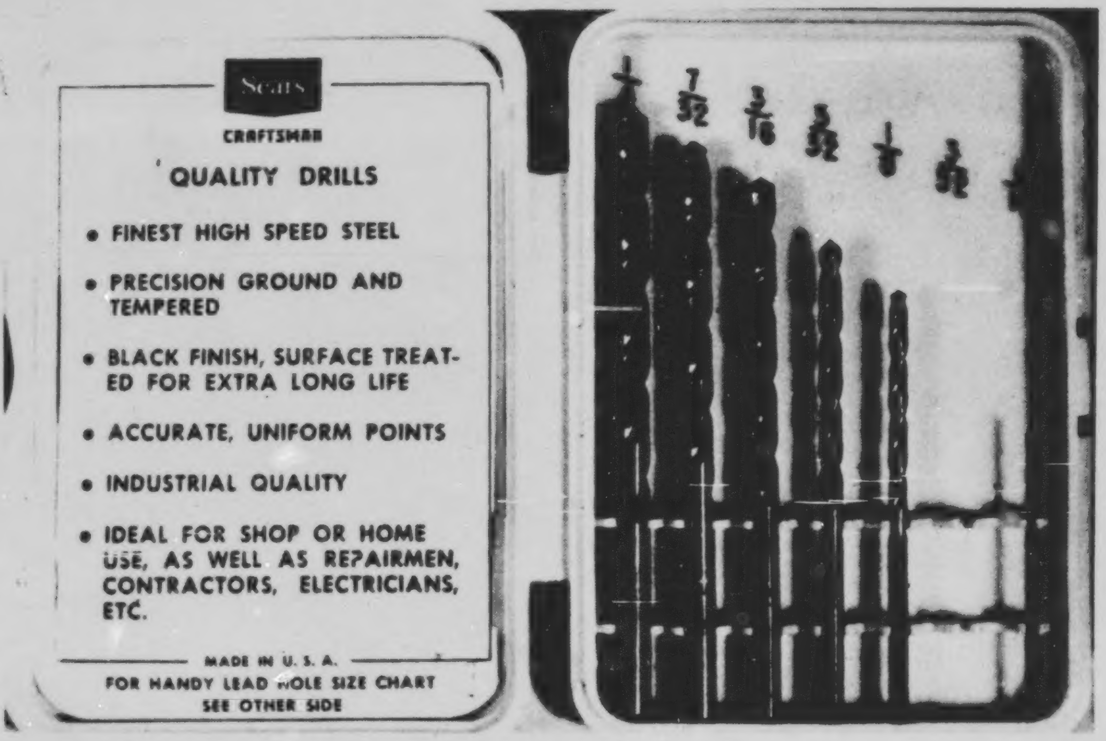
This is a grinding machine located in the Bristol Township School District's maintenance shops area. Phillip was not allowed to use this machine for several reasons: Insurance coverage, safety reasons, labor laws and because it was not a goal of this training program. The main goal of this program was to introduce the student to the basics of vocational training, which emphasized habits, attitudes, interests and personal goals.

MAINTENANCE UNIT: Overview

A PAIR OF PLIERS

A SET OF WRENCHES

These are some of the tools which Phillip learned to recognize and use in his training at the maintenance department of the school district.


Sears
CRAFTSMAN
QUALITY DRILLS
• FINEST HIGH SPEED STEEL
• PRECISION GROUND AND TEMPERED
• BLACK FINISH, SURFACE TREATED FOR EXTRA LONG LIFE
• ACCURATE, UNIFORM POINTS
• INDUSTRIAL QUALITY
• IDEAL FOR SHOP OR HOME USE, AS WELL AS REPAIRMEN, CONTRACTORS, ELECTRICIANS, ETC.
MADE IN U. S. A.
FOR HANDY LEAD HOLE SIZE CHART SEE OTHER SIDE
1/4
7/32
3/16
5/32
1/8
3/32

A SET OF DRILL BITS

This is a hand operated high speed electric drill, used by maintenance workers to make quick and accurate holes in materials.

Lesson One

MAINTENANCE UNIT: Safety In The Home

GENERAL CONCEPT:

1. Safety at home

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of basic safety practices around the home.
2. The student will practice basic safety practices in his home.
3. The student will become safety conscious in the "total environment".

READINESS EXPERIENCES:

1. What types of accidents can occur around your house?
2. How do you prevent accidents in your house?
3. Did you ever have an accident in your house?
4. How can you practice safety habits around your house?
5. Can you think of some safety rules which you should use in your house?
6. Can you think of some safety rules which you ignore around your house?

LEARNING EXPERIENCES:

1. Develop and write a master safety rules list for the home.
2. Discuss those safety rules which are commonly ignored around their homes.
3. There are many good films, such as, "Safety In The Home". After pre-orientation to the film, a follow-up discussion could add to ideas discussed in the readiness phase of this lesson.

STUDENT ACTIVITIES:

1. After "unscrambling" the words on Student Activity 1a, students could use the words in a dialogue to act out a situation where safety was ignored.

MAINTENANCE UNIT: Safety In The Home

Name ______________________

1. From the following safety words, unscramble the words below:

hazard
safety
accident
hurt
house
break
ladder
load
fall
head
back
electric
fire
slowly

1. adeh
2. leetccir
3. adol
4. wiosyl
5. rbake
6. zaardh
7. reif
8. ytefsa
9. ddrela
10. ciacdtne
11. alfl
12. ckab
13. uohes
14. rtuh

Student Activity 1a

LESSON TWO

MAINTENANCE UNIT: Safety On The Job

GENERAL CONCEPT:

1. Safety on the job

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the term safety.
2. The student will develop an understanding of the basic safety rules followed on the job.
3. The student will develop a sense of safety consciousness and become safety oriented.

READINESS EXPERIENCES:

1. What does the word safety mean?
2. What are some basic work rules you should follow in various kinds of jobs?
3. What happens if you don't obey safety rules on the job?
4. How do employers enforce their safety rules?
5. What does the term "accident-prone" mean?
6. What can happen to an accident-prone worker on his job?

LEARNING EXPERIENCES:

1. Write the word safety on the blackboard and have students try to define it.
2. Develop an acceptable definition for safety from student contributions.
3. Discuss and list basic safety work rules.
4. Develop a master safety work rule list from individual student lists.
5. Write the definition of the term "accident-prone" on the blackboard.
6. Do you know somebody who is accident-prone?
7. Do accident-prone people have a hard time obeying job safety rules?

MAINTENANCE UNIT: Safety On The Job (Cont.)

STUDENT ACTIVITIES:

1. Have students write their own individual safety rules list.
2. Develop a class master safety rule work list, as though the class were the employer in a new factory just about to hire the first employee.
3. Have a student make a class bulletin board display listing and showing the class safety work rules.
4. Show a filmstrip on the basic safety work rules.
5. Have students look up the following words, define them, use them in acceptable sentences and then put them into alphabetical order: safety, accident, rule, law, amputated, cripple, unconscious, pension, enforce, habit, responsible, insurance, disability.

Lesson Three

MAINTENANCE UNIT: Attendance and Punctuality On The Job

GENERAL CONCEPT:

1. Attendance and punctuality on the job

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the reasons for regular attendance on the job.
2. The student will develop an understanding of the reason punctuality is stressed on the job.
3. The student will understand the relationship between regular attendance and punctuality on the job.
4. The student will understand the consequences of irregular attendance and habitual lateness.
5. The student will understand the legitimate reasons for absences and lateness on the job.

READINESS EXPERIENCES:

1. Why is regular attendance important for maintenance workers?
2. What happens if a worker is habitually absent on his job?
3. What happens if a worker is always late for his job?
4. Does habitual lateness cause inconvience to fellow workers? How?
5. What are some acceptable reasons for being absent from work?
6. What are some acceptable reasons for being late for work?
7. What are some unacceptable reasons for being absent from work?
8. What are some unacceptable reasons for being late for work?
9. What will happen to a worker who signs himself in at work and then skips out for the day?
10. How would you handle excessive absences and habitual lateness if you owned a company?

MAINTENANCE UNIT: Attendance and Punctuality On The Job (Cont.)

LEARNING EXPERIENCES:

1. Discuss with the class the reasons why regular attendance is important on the job.
2. List the acceptable reasons for being absent from work.
3. List the unacceptable reasons for absenteeism from work on the board.
4. Draw a comparison between acceptable and unacceptable reasons list.
5. Discuss how and why company policies and regulations are made to govern personal habits?

STUDENT ACTIVITIES:

1. Role playing situations:
    a. Student assumes he is the boss of a company and one of his employees has been late for work ten times in the last two months. How should he treat the employee since this is the second time he's spoken to him about the situation?
    b. An employee is appearing before the personnel director of a company because of excessive absences from work. This is the first time this particular employee has ever been in any type of trouble. How would you handle the situation?

MAINTENANCE UNIT: Attendance and Punctuality On The Job

Name ____________________

1. Put the following vocabulary words into alphabetical order:

1. absent
2. regular
3. excessive
4. acceptable
5. unacceptable
6. lateness
7. develop
8. stress
9. habitual
10. inconvenience
11. daily
12. important
13. attendance
14. maintenance
15. policy
16. discuss
17. company
18. employee
19. personal
20. skip
21. family illness

Student Activity 3a

Lesson Four

MAINTENANCE UNIT: Using A Time Card On The Job

GENERAL CONCEPT:

1. Using a time card on the job

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of how a time card is used on the job.
2. The student will develop an understanding of why a time card is used on the job.
3. The student will develop an understanding of the direct relationship between his pay and his time card.
4. The student will develop an understanding of the time card process and attain a degree of competence in using the time clock.
5. The student will learn that there is a set of strict rules which govern the use of a worker's time card.
6. The student will develop an understanding of the penalties that can result when time cards are abused and misused.

READINESS EXPERIENCES:

1. What is a time card used for?
2. Why must you be very careful where you place your time card?
3. What will happen if you lose your time card?
4. Why must you learn how to properly use your time card?
5. What is the time clock?
6. What do the terms "punch in" and "punch out" mean?
7. What will happen if you punch in on the wrong day of the week?
8. What will happen if you punch in and punch out your friend at work?
9. What will happen if you forge another employee's signature on a time card and turn if in to payroll?

MAINTENANCE UNIT: Using A Time Card On The Job (Cont.)

LEARNING EXPERIENCES:

1. Discuss with the students what is meant by the term payroll time card?
2. Pass out sample payroll time cards and discuss the basic parts found on it.
3. Explain what is meant by the term payroll number.
4. Explain how the time card is used to keep individual worker's pay records.
5. Discuss the use of the time clock as related to the payroll time card.
6. List the obvious penalties of misusing another worker's payroll time card?
7. Discuss the long term effects of being fired for forging and misusing payroll time cards.

STUDENT ACTIVITIES:

1. Students could receive a sample payroll time card so they can become familiar with the design, wording and use.
2. The students could fill out the time card under teacher direction.
3. The students could check their own sample time cards under teacher direction.
4. The students could receive an actual payroll time card for his own use and this might be placed in a mock time card rack.
5. The students could "sign in" and "sign out" at the start and end of the school day or of the school period.
6. This activity might be a good time to flash a clock dial to the class and have them write the times as they would appear on a time card, (i.e., 7:32, 8:47, 9:52, etc.)

MAINTENANCE UNIT: Using A Time Card On The Job

Name ____________________

1. VOCABULARY WORDS: Define each of these words; then use each word in a sentence as it might appear in a company rule book.

    1. time clock
    2. time card
    3. lateness
    4. regular
    5. misuse
    6. employer
    7. employee
    8. quit
    9. absent
    10. employment
    11. slot
    12. forge

Student Activity 4a

MAINTENANCE UNIT: Development Of Self-Confidence, A Job Asset

GENERAL CONCEPT:

1. Development of self-confidence, a job asset

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the term "self-confidence".
2. The student will develop an understanding of how self-confidence influences his attitude and job performance.
3. The student will develop an understanding of how the lack of self-confidence plays an important part in job performance.
4. The student will develop an understanding of the problems created by over-confidence.

READINESS EXPERIENCES:

1. What is self-confidence?
2. What does the word "self" mean?
3. What does the word "confidence" mean?
4. When do you have confidence in your ability to do something?
5. How do you feel when you have self-confidence and you believe you will succeed in whatever you attempt?
6. What happens if you lose all self-confidence in your ability to handle a particular job?
7. How does a person show the lack of self-confidence in performing everyday activities?
8. Can you think of instances when you lacked self-confidence in trying to accomplish things?
9. Can you think of instances when a close friend or a family member failed at something because they lacked self-confidence?
10. What steps can be taken to develop self-confidence?
11. Can a person become over-confident in himself?

12. Does over-confidence affect the job performance of a person?

LEARNING EXPERIENCES:

1. Discuss the meaning of the term self-confidence? If possible have a guidance counselor conduct this session.
2. Write the word "self-confidence" on the board and show the students how the word is made up of two root words. Discuss the meanings of "self" and "confidence" and show how each word contributes to the entire meaning.
3. Have students give examples of people who they believe possess self-confidence; have them determine what factors contributed to the apparent self-confidence in these people.
4. The class could discuss how self-confidence can have positive effects on people in their daily activities.
5. The importance of acquiring and maintaining self-confidence will be discussed with emphasis upon its influence in school, home, life and work.
6. The problem of lacking self-confidence could be discussed with the class by a counselor or a school psychologist.

STUDENT ACTIVITIES:

1. Students could give personal examples of situations when they lacked self-confidence and the consequences associated with it.
2. Students could give examples of people who seem to exhibit self-confidence in school or on jobs.
3. Students could analyze the following three situational examples and comment on the role self-confidence played in the outcome of each situation:
   a. A qualified young man applies for a maintenance worker's position in a local hospital, but is unsure of himself and makes many simple mistakes during the interview with the personnel director. He doesn't get the job and feels even worse about himself afterwards.

Pertinent Questions:

1. Why do you think the young man was "unsure" of himself?

2. Why does the young man feel so bad about himself?

3. How can the the young man prevent this failure from happening the next time he is interviewed for a job?

b. A young girl who works as a baby sitter for some people assumes she can take care of their children plus those of several heighbors. She has a very difficult time handling all the children and some of them get into minor mischief while the parents are gone for the evening. When the parents arrive home they blame the baby sitter for doing a poor job because of the house's condition. She resents their criticism and tells them off before leaving their home.

Pertinent Questions:

1. Why was the girl over-confident?

2. What should she have done when asked to watch the children of several neighbors?

3. Do you think the other parents were very considerate in asking her to watch their children if she was only hired to care for the one couple's children?

4. Was the girl right in telling them off and leaving abruptly for home?

5. How would you handle such a situation under the same circumstances?

c. A student studies hard for a math test and prepares himself by a careful review of the materials studied in class. He is very sure of himself and knows he can handle the math problems given on the test. He takes the test and receives an "A" grade on it. He is very proud of himself and receives compliments from his friends about his achievement.

MAINTENANCE UNIT: Development Of Self-Confidence, A Job Asset (Cont.)

Pertinent Questions:

1. Did the student possess self-confidence?
2. How did the student prove his self-confidence?
3. Do we sometimes have ourselves to blame when we are not confident? Can most people put the blame on themselves where it belongs, in these kind of situations?

MAINTENANCE UNIT: Development Of Self-Confidence, A Job Asset

Name ____________________

1. Look up the definitions of these words and write them in the spaces below each word:

   1. self
   2. confidence
   3. self-confidence
   4. lack
   5. over-confident
   6. boast
   7. proud
   8. resent
   9. achieve
   10. depression
   11. success

Student Activity 5a

Lesson Six

MAINTENANCE UNIT: No Alcoholic Drinks During Work Hours

GENERAL CONCEPT:

1. No alcoholic drinks during working hours

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the reasons why the use of alcoholic beverages is not allowed on the job.
2. The student will develop an understanding of the consequences related to the use of alcoholic beverages while on the job.
3. The student will develop an understanding that alcoholism is a disease which totally disrupts and destroys the employment opportunities for a person.
4. The student will develop a realization that insurance and union regulations forbid the use of alcoholic beverages on the job.
5. The student will develop an understanding that state and federal labor laws forbid the use of alcoholic beverages while on the job.
6. The student will develop an understanding of the safety hazards posed by the use of alcoholic beverages while on the job.

READINESS EXPERIENCES:

1. What are the reasons why alcoholic beverages are not allowed to be used on the job?
2. What are the obvious effects of drinking alcoholic beverages?
3. What are the unnoticed effects of drinking alcoholic beverages?
4. What safety hazards are created by workers who drink alcoholic beverages on their jobs?
5. What do you think are the possible consequences of being drunk while on the job?
6. Would you like to work with a person who is drunk?
7. How do you think most companies handle drunkeness on the job?

MAINTENANCE UNIT: No Alcoholic Drinks During Work Hours (Cont.)

8. How would an insurance company react when notified that a company employee under their coverage suffered a serious injury because he was drunk on the job?
9. Would the insurance company pay benefits to the seriously injured employee?
10. How would alcoholic problems limit or destroy a person's future work career?

LEARNING EXPERIENCES:

1. Discuss the obvious reasons why the use of alcoholic beverages is prohibited by employers while on the job.
2. Discuss and list safety hazards created by drinking alcoholic beverages on the job.
3. Explain how written company and union policies strictly forbid drinking on the job and plainly state the penalties for this infraction.
4. Show a filmstrip such as the one entitled "Alcohol And You"(Part 1 and 2, 400001-400002), Alcohol And Narcotics Series, McGraw Hill Book Company, McTeuchen, N.J. This particular filmstrip gives a comprehensive view of alcohol and the problems related to it.
5. Explain how insurance regulations prohibit the use of alcoholic beverages on the job and the consequences of breaking these rules.
6. Discuss the hardships created for a worker who has a chronic drinking problem when he or she attempts to acquire future employment.

STUDENT ACTIVITIES:

1. Have students interview a personnel representative from a local company who will explain that company's policies regarding drunkeness on the job and chronic alcoholism among its employees.
2. The school nurse could be asked to describe her experiences as an R.N. with accidents of any type related to drinking.
3. The driver training teacher could be asked to discuss the relationship of drinking to accidents.

MAINTENANCE UNIT: No Alcoholic Drinks During Work Hours

Name ____________________

1. VOCABULARY WORDS: Look up the meanings of these words and write their definition in the space provided below. Then use each in a sentence which might be found in a union agreement with a company.

   1. drunk

   2. alcoholic

   3. insurance

   4. regulations

   5. suspension

   6. probation

   7. dismissal

   8. risk

   9. habitual

   10. work record

   11. union

Student Activity 6a

Lesson Seven

MAINTENANCE UNIT: No Narcotics On The Job

GENERAL CONCEPT:

1. No narcotics on the job

BEHAVIORAL OBJECTIVES:

1. The students will develop an understanding that the use, possession, or sale of narcotics on the job is not allowed.
2. The students will understand that the use, possession, or sale of narcotics will result in immediate dismissal from the job.
3. The student will understand that the use, possession, or sale of narcotics will result in some type of legal prosecution.
4. The student will understand that the use of narcotics on the job may result in injury or death to oneself or another co-worker.

READINESS EXPERIENCES:

1. Why is it dangerous to use narcotics while working on a job?
2. What would happen if you just carry narcotics, but don't use them while working?
3. What will happen if your boss discovers you using narcotics on your job?
4. What could happen if the plant security police are doing a routine check and discover narcotics on the front seat of your car?
5. Could the company doctor tell whether or not you're on narcotics?
6. Why are the effects of narcotics especially dangerous to people who do a great deal of physical work at their job?
7. Why is the working narcotics addict not only dangerous to himself but a menace to everybody else as well?
8. Will the insurance regulations cover a worker's injury from an industrial accident if it is proven to be under the influence of narcotics?

LEARNING EXPERIENCES:

1. Discuss the effects of taking narcotics and emphasize why it is particularly dangerous to be doing hazardous or heavy work.

2. Discuss legal aspects of using, selling, or possessing narcotics at work, at home, or at school.

3. List obvious signs of taking narcotics.

4. Discuss the reactions of an employer who discovers that an employee is taking narcotics on the job.

5. Show a filmstrip, such as the one titled "Narcotics", (a full color sound filmstrip with a running time of 15 minutes). It is part of a series entitled The Drug Information Series: 10101087 - Narcotics. The program describes narcotic drugs, their history of use in the U.S., relationship to crime, social and personal factors associated with narcotic abuse and Guidance Associates, Pleasantville, N.Y. 10570.

STUDENT ACTIVITIES:

1. Student discussion of filmstrip, as related to problems of drug addiction on the job.

2. Have students interview a representative from some local or county police department who will explain and discuss law enforcement of narcotics laws and particularly how a narcotics charge will effect chances of continued or future employment.

MAINTENANCE UNIT: No Narcotics On The Job

Name ____________________

1. VOCABULARY WORDS: Look up the meanings of these words and and use them to write a short story describing what happened to an "addict".

   1. addict
   2. heroin
   3. narcotics
   4. hazard
   5. habit
   6. dope
   7. morphine
   8. inject
   9. vein
   10. peddler
   11. poison
   12. sickness
   13. cure
   14. prison
   15. federal

Student Activity 7a

Lesson Eight

MAINTENANCE UNIT: Introduction To Maintenance

GENERAL CONCEPT:

1. Introduction to maintenance

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the term maintenance.
2. The student will realize that our daily lives involve doing many basic maintenance jobs.
3. The student will realize the importance, vastness and complexity of basic maintenance activities in the home or at work.

READINESS EXPERIENCES:

1. What does the word maintenance mean?
2. Why do we do maintenance work around the house?
3. Who does the maintenance work around your house?
4. What happens when you don't do things to fix up your house?
5. Do you know how to do maintenance work around the house?
6. When do you hire somebody to do maintenance work around the house?
7. How do the yellow pages of the phone book list many of the people who can be called to help maintain a home?

LEARNING EXPERIENCES:

1. Write the word maintenance on the board and have students in the class try to define it.
2. Write all definitions on the board and try to get one definition.
3. List the types of maintenance work needed to be done routinely inside or out of the house.

4. Discuss and elicit from students all their contributions to the general maintenance of the home.

5. Can maintenance work be done by women? List which chores aren't usually done by women or girls?

STUDENT ACTIVITIES:

1. Have students make individual lists containing all the jobs they do around the house or apartment. What would happen if these jobs weren't done?

2. Have students read aloud their individual lists and make a master class list on the board using their ideas.

3. Have students discuss the need for getting several bids and checking references before hiring someone to do a large repair job.

4. Have the librarian or I.A. teacher bring in some of manuals written to show people how to make simple home repairs. (Some of these are written at the third or fourth grade reading level).

Lesson Nine

MAINTENANCE UNIT: Ordinary Outside House Maintenance Work

GENERAL CONCEPT:

1. Ordinary outside house maintenance work

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of regular outside house maintenance activities.
2. The student will understand the reasons necessary for regular outside maintenance work.
3. The student will understand the relationship between regular outside and inside maintenance work.

READINESS EXPERIENCES:

1. What do we mean by outside maintenance work?
2. Can you think of some jobs which are done around your house or apartment?
3. Who does the outside chores around the house or apartment?
4. Is this outside maintenance work done on a regular schedule?
5. How long does it take to do all of the outside maintenance work?
6. Why do we pay the people to do some or all of this outside maintenance work?
7. How do we decide which people to hire and what to pay them?
8. How does the outside appearance of the grounds affect the house itself?
9. Can you think of some examples of sloppy outside maintenance?
10. What are your personal feelings toward the person who just doesn't care about the outside appearance of his house or property? Can this affect a neighborhood?

LEARNING EXPERIENCES:

1. Develop class ideas involving the definition of the term "outside home maintenance".

2. Make a student list of those activities included under the term "outside home maintenance".

3. Discuss those items included in the outside home maintenance list.

4. List and discuss reasons why it is important to do regular home maintenance work. How can the student use this knowledge to plan his own vocational future?

5. Select a student to do a role playing episode in which he or she pretends they are a belligerent, eccentric homeowner who refuses to do or have done by others any type of outside maintenance work. This person's house detracts from the others in the neighborhood and these neighbors are upset over the situation. Try to establish the real reason why this homeowner refuses to do anything and the resourses which the neighbors have in trying to get a successful solution to the problem.

STUDENT ACTIVITIES:

1. Students will make an oral report to the class on some personal experience relating to their role at home or elsewhere where they have done any type of outside maintenance work. They are to tell what they did, for how long, their feelings toward the job, and if they thought their jobs were important.

2. A student committee of four students could be picked by the teacher or students to interview the school district building maintenance supervisor.

3. This committee will use the questions discussed earlier in the lesson to interview the prespective guest.

4. Another committee could interview the head custodian for the school and discuss the importance of his job. The class might also discuss with him the ways students make his job more difficult.

Lesson Ten

MAINTENANCE UNIT: Tools And Equipment Used In Outside House Maintenance Work

GENERAL CONCEPT:

1. Tools and equipment used in outside house maintenance work

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of basic tools and their uses in outside house maintenance.
2. The student will acquire visual and oral recognition of the basic tools.
3. The student will develop an understanding of the basic equipment used in outside house maintenance.
4. The student will acquire an understanding of the cost, care and handling of tools and equipment.

READINESS EXPERIENCES:

1. What kinds of tools do we use on outside maintenance work?
2. What are each of these tools used for?
3. What do each of these tools cost?
4. Why are some tools more expensive than others?
5. Where should you keep these tools stored?
6. How should you protect these tools from being stolen, lost, or misplaced?
7. What is an owner's manual?
8. What is a warranty?
9. What kinds of equipment are used in outside home maintenance work?
10. Is this equipment cheap or expensive?
11. Where should this equipment be stored?
12. How should you protect this equipment from being stolen?
13. Does this equipment have a warranty or guaranty?

MAINTENANCE UNIT: Tools And Equipment Used In Outside House Maintenance Work (Cont.)

14. What are the basic safety rules to be followed in handling this equipment?

15. Can tools and equipment be rented or leased?

LEARNING ACTIVITIES:

1. Develop a master list of all the possible tools which could be used for outside home maintenance work.

2. Develop a master list of all jobs these tools are used for in outside maintenance work.

3. Show a movie film on handtools, such as, "ABC Of Hand Tools, Part I". It shows the proper handling of such tools as files, saws, chiesels, planes, drills and punches. (The I.A. Department of your school probably has this film).

4. Pass out available examples of each tool to the class.

5. Describe and model tool samples.

6. List equipment used in outside maintenance work.

7. Use pictures to describe equipment.

8. Compare cost of equipment to cost of tools.

9. Describe the care and handling of equipment.

10. Explain what is meant by warranty and guaranty.

11. Explore other methods of obtaining needed tools and equipment for use in doing routine home outside maintenance work.

STUDENT ACTIVITIES:

1. Students could make individual notebooks using pictures of tools, equipment and jobs related to routine outside house maintenance. (These pictures will probably be found in many copies of magazines already found in the room. They should be encouraged to continue looking for additional pictures in other magazines at home or elsewhere).

2. Students could label their pictures with the appropriate names and describe how often each task pictured should be completed.

Lesson Eleven

MAINTENANCE UNIT: Maintenance Work In The Classroom

GENERAL CONCEPT:

1. Maintenance work in the classroom

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of what maintenance duties are completed in the ordinary classroom.
2. The student will understand the importance of having a regular maintenance schedule for the classroom.
3. The student will see the importance of individual contributions to the overall general appearance of the room.

READINESS EXPERIENCES:

1. What types of ordinary maintenance jobs are done daily in this classroom?
2. Who does the daily maintenance work in the classroom?
3. What are some of the routine jobs you do in this classroom?
4. What would the classroom look like without any type of routine maintenance work?
5. Why is it important to have a regular schedule of maintenance duties done in this classroom?
6. How would you feel about having classes in an unkept room?
7. What are some additional rules which you could put into effect in order to help make this classroom easier to maintain?
8. What kinds of jobs need done only yearly or semi-annually to maintain a classroom?

LEARNING EXPERIENCES:

1. Use class discussion to develop a list of routine maintenance duties done in this classroom.

2. Establish the roles and responsibilities of the individual students in maintaining a clean classroom and building.

3. Ask the students to compare their personal feelings about being in a neat verses a sloppy classroom.

4. List the duties of the teacher in the classroom, to assist maintenance.

5. Establish the role and responsibilities of the school custodian in regular classroom maintenance.

6. Show the direct relationship between the teachers, students and custodians in maintaining a clean classroom.

7. Help students to realize that the custodian is a highly trained person with a great deal of responsibility and that this role would be a worthwhile career.

STUDENT ACTIVITIES:

1. Students could make up a daily maintenance schedule which could be implemented in any classroom. They will assess their own schedule and make necessary changes where needed to help improve the appearance of the classroom.

MAINTENANCE UNIT: Maintenance Work In The Classroom (Cont.)

2. Establish the roles and responsibilities of the individual students in maintaining a clean classroom and building.

3. Ask the students to compare their personal feelings about being in a neat verses a sloppy classroom.

4. List the duties of the teacher in the classroom, to assist maintenance.

5. Establish the role and responsibilities of the school custodian in regular classroom maintenance.

6. Show the direct relationship between the teachers, students and custodians in maintaining a clean classroom.

7. Help students to realize that the custodian is a highly trained person with a great deal of responsibility and that this role would be a worthwhile career.

STUDENT ACTIVITIES:

1. Students could make up a daily maintenance schedule which could be implemented in any classroom. They will assess their own schedule and make necessary changes where needed to help improve the appearance of the classroom.

MAINTENANCE UNIT: Maintenance Work In The Classroom

Name ____________________

1. Custodian's role: Find 15 small words in each large word below:

MAINTENANCE	RESPONSIBILITY	CAPABILITIES
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.

Student Activity 11a

Lesson Twelve

MAINTENANCE UNIT: The Custodian's Responsibilities Outside The Classroom

GENERAL CONCEPT:

1. The custodian's responsibilities outside the classroom

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the custodian's responsibilities outside the classroom.
2. The student will understand that the type of job, length of time and availability of equipment all contribute to the limitations of a custodian's job.
3. The student will develop an understanding that school size, staff size, complexity of maintenance problems and state regulations also limit the type of maintenance duties performed by the custodian.

READINESS EXPERIENCES:

1. What do you think are some of the custodian's maintenance duties outside this classroom?
2. What determines the number of custodians assigned a particular school building?
3. What are some of the things which limits a custodian's effectiveness?
4. Does the size, type, use and facilities in a school building influence the type of maintenance duties a custodian will perform there?
5. How do insurance, union and labor laws influence the performance and routine maintenance schedule in a school building?
6. What are the working restrictions imposed by the age and structual construction of a school building?

LEARNING ACTIVITIES:

1. Develop a list of maintenance duties the custodian performs outside of the classroom.
2. Discuss and write this list on the blackboard.
3. Demonstrate by example how the size, design, construction, use, availability of tools and equipment, the

type of repair job and amount of available work time all limit the type of maintenance duties performed by the custodian. (Ex. - A large modern urban high school with complex facilities and numerous classrooms verses a small elementary school. Compare both schools as to size, structural design, architectural design, actual construction materials and facilities and describe how each presents a variety of different problems in terms of routine building maintenance).

4. Show how maintenance and custodial staff size affect budget considerations. How does the working day schedule limit the kinds of general maintenance duties performed by the school custodian?

5. The local district "Supervisor of School Building Maintenance" could come in to speak to the class on the problems of maintaining buildings properly with limited budgets. He might also speak on the specific skills needed for employment.

STUDENT ACTIVITIES:

1. Students could develop a master list of questions to ask the "Supervisor of Building Maintenance", when he comes in to speak, or these could be mailed asking for responses on a cassette tape.

MAINTENANCE UNIT: What Is A Maintenance Worker?

GENERAL CONCEPT:

1. What is a maintenance worker?

BEHAVIORAL OBJECTIVES:

1. The student will be able to list three tasks that a maintenance worker does.
2. The student will be able to state in terms of degree of skills the difference between a custodian and a maintenance worker.

READINESS EXPERIENCES:

1. What is a maintenance worker?
2. Who would fix a broken lock?
3. Who would fix a broken window?
4. Who would repair a broken ceiling tile?
5. What kind of training does a maintenance man have to have?
6. Is there a difference in hourly pay between the custodian and maintenance man?
7. Is there a difference in working schedules between the school custodian and a maintenance man?
8. Is there a difference in the type of tools and equipment used by the custodian and the maintenance man?
9. What are the differences in the type of repair work that a custodian and a maintenance man do?

LEARNING EXPERIENCES:

1. Have the class list the many jobs that a maintenance man does in the school.
2. Discuss the listed jobs in terms of skills needed to do the work; the complex repair work requires more technical training than do most routine custodial jobs.
3. Show how the maintenance personnel are always on call and move to where the job sight is located, verses the custodian who is permanently assigned

MAINTENANCE UNIT: What Is A Maintenance Worker? (Cont.)

to one building.

4. Discuss the differences in pay between the school custodian and the maintenance worker.

5. Have a maintenance worker come into the class and discuss his duties; working conditions, pay, fringe benefits, technical training, courses for advancement, working schedule, and tools and equipment used on the job.

6. Students could make up questions to ask the maintenance worker before he comes to speak. A student committee could be selected to interview the guest speaker with the rest of the class acting as an audience.

Lesson Fourteen

MAINTENANCE UNIT: Rules And Regulations On The Maintenance Job

GENERAL CONCEPT:

1. Rules and regulations on the maintenance job

BEHAVIORAL OBJECTIVES:

1. The student will develop an understanding of the basic work rules which the maintenance worker must follow.
2. The student will develop an appreciation of the reasons for various work rules for the maintenance worker.
3. The student will develop an understanding of the limitations which the rules and regulations impose on the job of the maintenance worker.

READINESS EXPERIENCES:

1. What are some of the basic work rules which the maintenance man must follow?
2. Does the maintenance man have to be well dressed, well-groomed and highly educated, in terms of college?
3. Is the maintenance man allowed to swear, drink, or fight on the job?
4. Do you think regular attendance is an important part of the maintenance worker's obligation?
5. What would happen if you got caught stealing something on your job?
6. What would happen if you used narcotics on the job?
7. What happens if you are caught sleeping or loafing on the job?

LEARNING EXPERIENCES:

1. Discuss what type of clothes the maintenance worker wears on the job? Why?
2. Show how the variety of repair jobs influence the type of work clothing worn by the maintenance man.
3. List the equipment used by maintenance men.
4. List reasons why the maintenance man cannot be

expected to be clean and well-groomed on the job.

5. Discuss the consequences of fighting, swearing and drinking on the job.

6. Show by specific example how each or all of these bad personal habits win or limit a person's chances for advancement.

STUDENT ACTIVITIES:

1. Do a socio-drama involving a situation where several students are playing parts as maintenance workers, doing a repair job in the school cafeteria. One of the workers decides to disappear and go to sleep somewhere. The other workers know what he did but continue to finish their assigned job. The boss drops in to check on them and to see their progress on the job. He becomes upset because the one worker is missing and asks the others where he is. They tell him they think the missing person is getting some equipment needed to finish their repair job, but the boss still isn't satisfied so he begins looking around in the other areas of the building. He finally finds the missing worker asleep in a supply room and he fires him on the spot. He also tells the other workers he is putting a written reprimand in their personnel files about the incident because they lied to him.

2. Do you feel the maintenance workers should have told their boss the truth when he asked them where the missing worker was at that time?

3. Do you think the boss was justified when he fired the worker who was sound asleep in the supply room?

4. Could the boss have just told the other workers they shouldn't cover for anybody and he didn't appreciate the incident?

5. What would you have done to handle the matter differently?

FOOD SERVICE UNIT

FOOD SERVICE UNIT

Table of Contents

LESSON: PAGE:

1. There Is A Job For Everyone 1
2. Job-Interviews 3
3. Socialization 5
4. Manners And Attitudes 6
5. Personal Cleanliness 7
6. Observation Of Health Laws 8
7. General Safety 9
8. First Aid in the Kitchen 10
9. Fire Safety 11
10. Efficiency 12
11. Kitchen Layout 17
12. Refrigeration I 20
13. Refrigeration II 22
14. Freezers 23
15. Storage Room 25
16. Inventory 28
17. Weights And Measures 30
18. Utensils 34
19. Kitchen Equipment (Can Openers) 39
20. Kitchen Equipment (Slicers, Choppers, Graters) . . . 41
21. Kitchen Equipment (Stoves And Ovens) 45
22. Serving Portions 50
23. A Task In Baking (Cookies) 54
24. A Task In Preparation (Dishing Up Dessert) 56
25. A Task In Preparation (Cutting Butter) 60
26. A Task In Cleaning Up . . . . 61.

FOOD SERVICE UNIT: There is a job for everyone.

THERE IS A JOB FOR EVERYONE

Here students are helping to serve on the lunch line. They were reluctant at first, but seemed to enjoy it once they tried.

FOOD SERVICE UNIT: There is a job for everyone.

GENERAL CONCEPT:

1. There is a job for everyone.

BEHAVIORAL OBJECTIVES:

1. The student will realize what it means to work by stating three or four positive attitudes towards work.
2. The student will be able to state the advantages of working.
3. The student will become familiar with the opportunities available to him or her and know the titles of five food services.

READINESS EXPERIENCES:

1. Have you ever had any jobs at home? Were you completely responsible for them?
2. Were you paid to do these jobs?
3. Did you ever stay home and do your job when you could have gone out?

LEARNING EXPERIENCES:

1. Discuss different kinds of jobs that would be available in a kitchen or cafeteria.
2. Discuss different places you could get a job, i.e. restaurant, hospital, diner, motel, hotel, camp, caterer.

STUDENT ACTIVITIES:

1. Using the classified section, select all the ads that pertain to food services. Read and discuss in class. Talk about skills needed to perform these jobs.
2. Visit the school cafeteria. Observe the way it functions.
3. Make a bulletin board of various things done in a school cafeteria.

FOOD SERVICE: There is a job for everyone.

Name ____________________

1. Vocabulary Words: Pronounce and define.

1. restaurant
2. hospital
3. useful
4. cafeteria
5. retirement
6. important
7. summer camp
8. salary
9. proud
10. kitchen
11. responsible
12. diner
13. confident
14. caterer
15. independent
16. insurance
17. satisfaction
18. wages
19. hospitalization
20. hotel

2. Place vocabulary words in the column where you think they belong.

Benefits from working	A place to work	How you might feel about working

FOOD SERVICE: There is a job for everyone.

Name ________________________

1. Make a list of some of the things you might like to do when you start earning a living, i.e. help out at home, buy more new clothes, etc.

    1.

    2.

    3.

    4.

    5.

    6.

    7.

    8.

    9.

    10.

    11.

    12.

    13.

    14.

    15.

Student Activity 1b

FOOD SERVICE UNIT: Job Interviews

GENERAL CONCEPT:

1. Appearance and preparation are important factors in an interview.

BEHAVIORAL OBJECTIVES:

1. The student will be able to correctly fill out an application.
2. The student will realize the importance of having certain information written down beforehand.
3. The student will become aware of the importance of his/her appearance.

READINESS EXPERIENCES:

1. Why does an employer want specific information?
2. Will it help you in filling out your application if you have certain dates, addresses, etc. written down before hand?
3. If two people applied for a job - one was neat and the other was untidy, which one do you think would get the job? Why?

LEARNING EXPERIENCES:

1. Go over sample applications with the students.
2. Bring in pictures of hair styles and fashions.
3. Talk about clean hair, clean nails and personal cleanliness.
4. Make a list of important things to remember when going for an interview:
   - proper dress
   - good posture
   - no gum chewing, etc.

STUDENT ACTIVITIES:

1. Role playing: Have students interview each other for jobs.
   a. Make up questions.
   b. Take notes.

2. Write down dates and important addresses on file cards. Make a file up of the different kinds of information that will be needed for an interview.

3. Make DO/DON'T posters in reference to interviews.

FOOD SERVICE: Job Interview Name ____________________

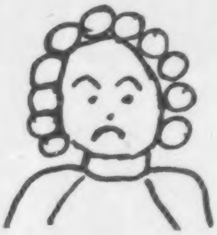
1. Pronounce each word; talk about its meaning. Use each word in a complete sentence.

VOCABULARY WORDS

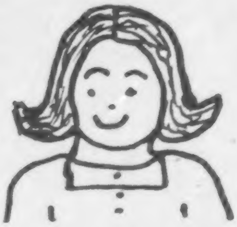
1. interview
2. application
3. appearance
4. information
5. apply
6. neat
7. untidy
8. clean
9. hair
10. dress

2. Look at the two pictures below and tell which one you would give a job to. Why? Write a short story about it.

1



2



Student Activity 2a

FOOD SERVICE: Job Interview Name ____________________

1. Teacher or student reads each statement out loud, as "Are you a person who likes to be with people?" Then the student writes yes or no in the appropriate box.

Are you a person who	Yes	No
1. likes to help others?		
2. talks a lot?		
3. looks someone in the eye when speaking?		
4. is cheerful?		
5. talks about his/her troubles?		
6. greets fellow workers?		
7. gets angry when told what to do?		
8. takes pride in the way you look?		
9. talks when someone else is talking?		
10. talks with your mouth full?		
11. says, "Please" and "Thank you"?		
12. is happy to be able to work?		
13. can be depended on?		
14. accepts responsibility?		
15. does your share of work?		
16. has confidence in your ability?		
17. practices personal cleanliness?		

Lesson Three

FOOD SERVICE UNIT: Socialization

GENERAL CONCEPT:

1. It is important to greet fellow employees.

BEHAVIORAL OBJECTIVES:

1. The student will be able to properly greet a fellow worker.
2. The student will be able to properly respond to greetings from fellow workers.

READINESS EXPERIENCES:

1. How do you feel when someone gives you a cheerful greeting in the morning?
2. Do you respond with a greeting?
3. How do you feel when someone ignores you in the morning?
4. How would you act towards this person for the rest of the day?
5. Why do you think it is important to cheerfully greet your fellow workers?

LEARNING EXPERIENCES:

1. The student will list several appropriate greetings to be used with fellow employees.
2. Student will list appropriate responses to the greetings they receive.
3. Role playing - greetings and responses.

STUDENT ACTIVITIES:

1. The student will take roles and practice greeting each other and responding correctly to greetings, as reinforcement of lesson.
2. The student will greet each of his/her fellow employees upon entering the cafeteria.
3. Make a bulletin board showing people responding correctly in social situations.

FOOD SERVICE UNIT: Socialization

Answers to Student Activity 3a, number 2.

1. Thank you, it was nice meeting you.
2. How are you?
3. Good morning.
4. Hello.
5. Fine, thank you.
6. It was nice meeting you.
7. Good - bye.

FOOD SERVICE: Socialization Name ____________________

1. Draw lines and match greetings in first column with response in second column.

   1. Good morning.
   2. Hello.
   3. How are you?
   4. Good-bye.
   5. It was nice meeting you.

   a. Thank you, it was nice meeting you.
   b. Fine, thank you.
   c. Good-bye.
   d. Hello.
   e. Good morning.

2. Unscramble the following greetings from above:

   1. htnka uoy, ti was cein etemgin uoy.
   2. woh rea oyu?
   3. ogdo ronmgni.
   4. lehol.
   5. nefi, aknht uoy.
   6. ti swa ienc emtegni uoy.
   7. odog-yeb.

Student Activity 3a

Lesson Four

FOOD SERVICE UNIT: Manners And Attitudes

GENERAL CONCEPT:

1. Manners and attitudes are important in dealing with the public.

BEHAVIORAL OBJECTIVES:

1. The student will become familiar with the social skills necessary for working as a food server.

READINESS EXPERIENCES:

1. How do you feel when you go into the cafeteria and see the women scowling?
2. How do you feel when you go through the line and the women are pleasant to you?

LEARNING EXPERIENCES:

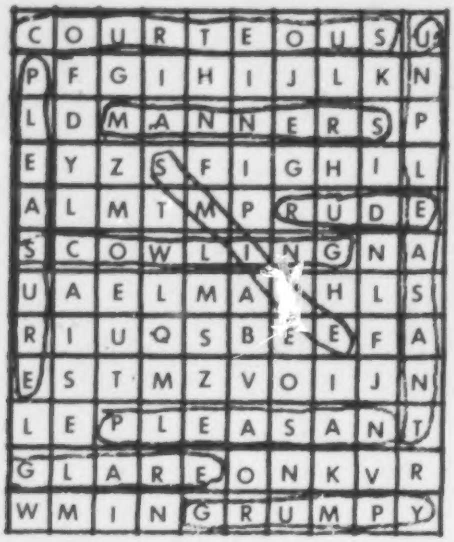
1. List and discuss social skills necessary while serving food in the cafeteria.
2. Why are these skills necessary?
3. Discuss reasons why a person may be pleasant most of the time and occasionally unpleasant. (outside problems - such as family trouble).

STUDENT ACTIVITIES:

1. Role playing - have students take roles (cafeteria worker and school students) - have them act out different situations in the cafeteria line (reaction to pleasant workers and students; reaction to unpleasant students and workers).

FOOD SERVICE UNIT: Manners And Attitudes

Answers to Student Activity 4a, number 2.



C	O	U	R	T	E	O	U	S	U
P	F	G	I	H	I	J	L	K	N
L	D	M	A	N	N	E	R	S	P
E	Y	Z	S	F	I	G	H	I	L
A	L	M	T	M	P	R	U	D	E
S	C	O	W	L	I	N	G	N	A
U	A	E	L	M	A	[illegible]	H	L	S
R	I	U	Q	S	B	E	E	F	A
E	S	T	M	Z	V	O	I	J	N
L	E	P	L	E	A	S	A	N	T
G	L	A	R	E	O	N	K	V	R
W	M	I	N	G	R	U	M	P	Y

FOOD SERVICE: Manners And Attitudes Name ________________

1. VOCABULARY WORDS: Pronounce each word, discuss its meaning.

   1. pleasure
   2. grumpy
   3. courteous
   4. scowling
   5. manners
   6. pleasant
   7. unpleasant
   8. glare
   9. rude
   10. smile

2. Find the vocabulary words in the puzzle and circle each one:

C	O	U	R	T	E	O	U	S	U
P	F	G	I	H	E	J	L	K	N
L	P	M	A	N	N	E	R	S	P
E	Y	Z	S	F	I	G	H	I	L
A	L	M	X	M	P	R	U	D	E
S	C	O	W	L	I	N	G	N	A
U	A	E	L	M	A	L	H	L	S
R	I	U	Q	S	B	E	E	F	A
E	S	T	M	Z	V	O	I	J	N
L	E	P	L	E	A	S	A	N	T
G	L	A	R	E	O	N	K	R	V
W	M	I	N	G	R	U	M	P	Y

Student Activity 4a

Lesson Five

FOOD SERVICE UNIT: Personal Cleanliness

GENERAL CONCEPT:

1. Any person working around or with food should follow basic cleanliness rules.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the steps one must take to insure personal cleanliness.

READINESS EXPERIENCES:

1. What would you think if you walked into the kitchen of a restaurant and saw a very dirty person cooking your food?
2. Would you be upset? Why?

LEARNING EXPERIENCES:

1. Discuss what you would do to prepare yourself before reporting for work in a kitchen.
2. List the things you would do and tell why:

   a. wash hands
   b. fix hair net
   c. put on apron

STUDENT ACTIVITIES:

1. Have each student make a chart of personal cleanliness habits. The student should keep the chart for a week, marking down each time he/she does the activity. (Ex. - wash hair, brush teeth, etc.)

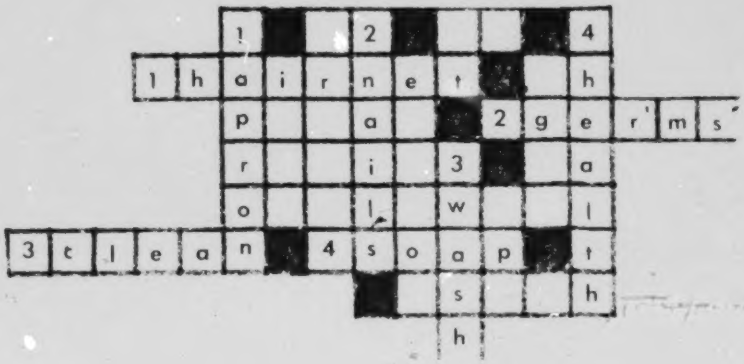
   SUN. MON. TUES. WEDS. THURS. FRI. SAT.

2. Make signs concerning personal cleanliness. Ask your school cafeteria staff if they would like to place them around the kitchen to remind other employees.

   Ex. - in lavatory - WASH HANDS or DID YOU WASH YOUR HANDS? Or at door of kitchen - IS YOUR HAIRNET IN PLACE?

FOOD SERVICE UNIT: Personal Cleanliness

Answers to Student Activity 5a, number 2.


1
2
4
1 hairnet
h
apron
2 germs
hail
3 wash
health
3 clean
4 soap

FOOD SERVICE: Personal Cleanliness Name ________________

1. VOCABULARY WORDS: Pronounce each word; discuss its meaning. Use these words to complete the crossword puzzle at the bottom of the page.

    1. hairnet
    2. clean
    3. soap
    4. wash
    5. nails
    6. apron
    7. germs
    8. health

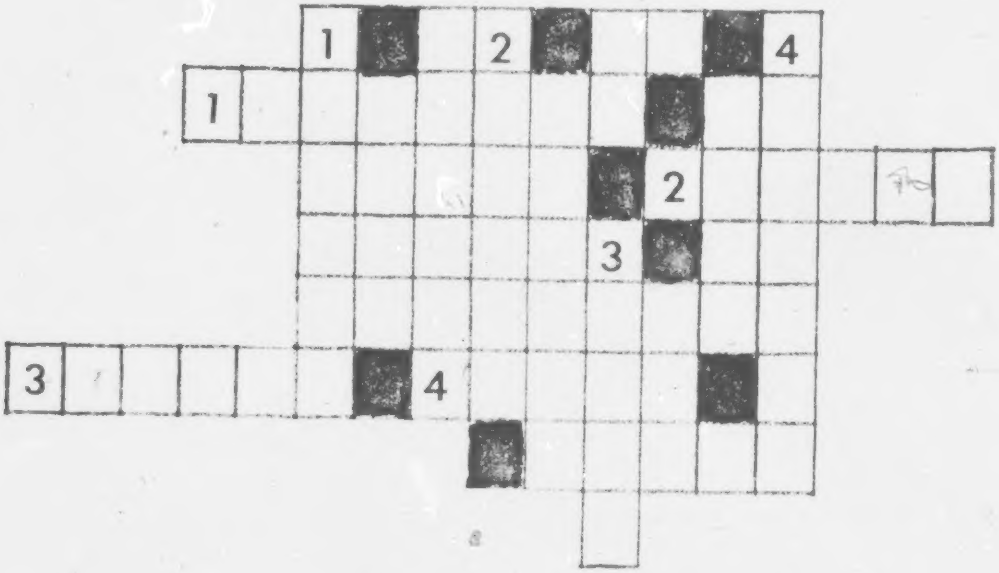
2. Crossword puzzle:

    ACROSS:

    1. A cover for your hair.
    2. You wash your hands to get rid of _____.
    3. The opposite of dirty
    4. Something used to wash hands

    DOWN:

    1. A cover for your dress
    2. Part of your hands that must be kept clean
    3. Something you do before handling food
    4. We all need good ____.



Student Activity 5a

Lesson Six

FOOD SERVICE UNIT: Observation of Health Laws

GENERAL CONCEPT:

1. Strict observation of health laws is important when working in food services.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the basic health laws pertaining to food services' workers. (i.e. - T.B. tests, hairnets).

READINESS EXPERIENCES:

1. What is the "Board of Health"?
2. Why is it necessary to have an organization such as the "Board of Health"?

LEARNING EXPERIENCES:

1. Discuss T.B. and how it could affect you if the person handling your food had T.B.
2. Discuss the basic laws concerning the food services and why these laws are made for public safety.

STUDENT ACTIVITIES:

1. Have the school nurse come and explain the three different T.B. tests (x-ray, tine, mantoux). *
2. Write to the Board of Health for information on health laws concerning food services. (Students may request pamphlets and posters). *
3. Visit a place where food is prepared (i.e. - a restaurant, ice cream parlor) where students can observe the practice of health laws.

* See Teacher Suggestions on reverse side of page

FOOD SERVICE: Observation of Health Laws

Teacher Suggestions:

- The Board of Health in Bucks County does not insist on a T.B. test. Bristol Township does.
- Tine Test - (multiple puncture) fast screening process
  Mantous - (under skin) most accurate
  X-Ray - given when the other two tests show a positive reaction

The Board of Health requires all eating establishments to have and display a yearly license.

Answers to Student Activity 6a, number 2.

1. test
2. disease, lungs
3. Tine
4. Mantoux
5. X-ray

FOOD SERVICE: Observation of Health Laws

Name ____________________

1. VOCABULARY WORDS:

   1. test
   2. disease
   3. lungs
   4. Tine
   5. Mantoux
   6. X-ray

2. Having discussed these words in class, fill in the blanks in the sentences below:

   1. A ________ is given to see if one could have T.B.
   2. T.B. is a ________ of the ________.
   3. The ___________ test is given first.
   4. A ___________ test is considered more accurate.
   5. An _________ is taken if there should be a positive reaction.

3. Now that you have filled in the blanks and understand the words more clearly, write a complete sentence, for each of the words above.

   1.
   2.
   3.
   4.
   5.
   6.

Student Activity 6a

FOOD SERVICE: Observation of Health Laws

Name ____________________

1. Using a dictionary, look up and write down the meaning of these words:

   1. Tuberculosis -

   2. contagious -

2. Write down some of the things that help prevent T.B., (i.e. rest).

   1.

   2.

   3.

   4.

   5.

   6.

   7.

Student Activity 6b

Lesson Seven

FOOD SERVICE UNIT: General Safety

GENERAL CONCEPT:

1. There are certain rules that must be followed in the kitchen to insure safety and prevent accidents.

BEHAVIORAL OBJECTIVES:

1. The student will be able to recognize certain potential safety hazards in the kitchen, i.e. water on floor, knife in dish water.
2. The student will be able to correct potential safety hazards, i.e. wipe up spills.
3. The student will be able to apply his/her information about safety to his/her own home.

READINESS EXPERIENCE:

1. How would you hand a knife to someone?
2. Why would you not put a knife into soapy dish water?
3. Why would you wipe up something you spilled on the floor right away?
4. Do you think it is a good idea to use pot holders or mits when removing anything hot from the stove or oven?

LEARNING EXPERIENCES:

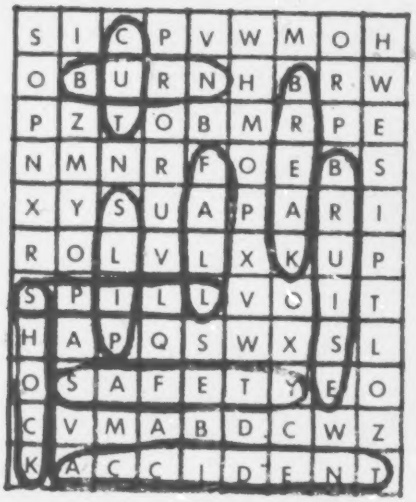
1. The student will list five safety rules.
2. The student will tell why he thinks safety is so important, to him/her.

STUDENT ACTIVITIES:

1. Bring in picture showing what can happen if we don't practice safety.
2. Make safety posters and signs.
3. Make a list of possible safety hazards you have seen at home.

FOOD SERVICE: General Safety

Answers to student activity 7b, number 1.



S	I	C	P	V	W	M	O	H
O	B	U	R	N	H	B	R	W
P	Z	T	O	B	M	R	P	E
N	M	N	R	F	O	E	B	S
X	Y	S	U	A	P	A	R	I
R	O	L	V	L	X	K	U	P
S	P	I	L	L	V	O	I	T
H	A	P	Q	S	W	X	S	L
O	S	A	F	E	T	Y	E	O
C	V	M	A	B	D	C	W	Z
K	A	C	C	I	D	E	N	T

FOOD SERVICE: General Safety Name ____________________

1. VOCABULARY WORDS:

Pronounce each word. Discuss its meaning. Write each word in a complete sentence.

1. burn
2. cut
3. fall
4. spill
5. safety
6. shock
7. bruise
8. break
9. slip
10. accident

FOOD SERVICE: General Safety   Name ______________________

1. Using the vocabulary words on Student Activity 7a, search and find the words in the puzzle, then circle them.

S	I	C	P	V	W	M	O	T
O	B	U	R	N	X	B	R	W
P	Z	T	O	B	R	R	P	E
N	M	N	R	F	O	E	B	S
X	Y	S	U	A	P	A	R	I
R	O	L	V	L	X	K	U	P
S	P	I	L	L	V	O	I	T
H	A	P	Q	S	W	X	S	L
O	S	A	F	E	T	Y	E	O
C	V	M	A	B	D	C	W	Z
K	A	C	C	I	D	E	N	T

Lesson Eight

FOOD SERVICE: First Aid In The Kitchen

GENERAL CONCEPT:

1. Knowledge of basic first aid in the kitchen is essential.

BEHAVIORAL OBJECTIVES:

1. The student will be able to administer simple first aid techniques, and will know what to do in case of a serious accident.

READINESS EXPERIENCE:

1. What are some accidents that might happen in the kitchen?
2. Why is it important to know what to do when accidents happen?

LEARNING EXPERIENCE:

1. List the most common accidents in the kitchen (i.e. cuts, burns, falls, fainting) and discuss the simple first aid techniques in each case, (i.e. ice for burns ammonia capsule for fainting).
2. Discuss when an accident is serious enough to need a doctor or nurse's help immediately.

STUDENT ACTIVITIES:

1. Make a first aid scrap book that each student may keep and refer to.
2. Have a nurse or doctor come in to speak on first-aid.
3. Make first-aid bulletin board.
4. Role playing - (If someone faints, what should you do?)
5. Make a list of important numbers to display in the kitchen for emergency purposes.

FOOD SERVICE: First Aid In The Kitchen

Answers to Student Activity 8a, Number 2.

1. pressure
2. assistance
3. first aid
4. ice
5. emergency
6. burn
7. faint
8. capsule

FOOD SERVICE: First Aid In The Kitchen

Name ____________________

1. VOCABULARY WORDS:

Pronounce each word and discuss orally what you think they mean.

1. faint
2. burn
3. first aid
4. assistance
5. wound
6. emergency
7. ammonia
8. capsule
9. pressure
10. ice

2. Fill in each blank with the correct vocabulary word:

1. You would use ____________ to stop bleeding.
2. If someone falls and is badly hurt, you would call for ________________.
3. When you treat a minor cut or burn, it is called _________ _________.
4. If you burn yourself, the first thing you would do is put ___________ on it.
5. An ambulance is called an ______________ vehicle.
6. Steam can cause a bad ___________.
7. A poorly ventilated room sometimes causes people to ____________.
8. An ammonia ____________ will help revive a fainting person.

Student Activity 8a

Lesson Nine

FOOD SERVICE UNIT: Fire Safety

GENERAL CONCEPT:

1. There is a possibility of a fire in the kitchen.

BEHAVIORAL OBJECTIVES:

1. The student will be familiar with the correct procedure to follow in case of fire.
2. The student will be able to locate the fire extinguisher, the fire blanket, and the fire exits.
3. The student will be able to extinguish certain types of fires.

READINESS EXPERIENCES:

1. Have you ever seen a fire in your own kitchen, while your mother was cooking?
2. What did you or your mother do?
3. How does oxygen (or drafts) affect a fire?

LEARNING EXPERIENCES:

1. Talk about the fire companies and stress how important it is to call them at once.
2. Acquaint the students with the use of the fire extinguisher and the fire blanket. Stress the importance of closing all doors and windows. Also, point out the fire exits.
3. Discuss how to extinguish certain types of fires (i. e. - grease fires, electrical fires).

STUDENT ACTIVITIES:

1. Make a card with your fire company's phone number and keep it near your phone.
2. Make fire safety posters.
3. Have a fireman come in and talk about kitchen fires and demonstrate the uses of the fire extinguisher and the fire blanket.

FOOD SERVICE: Fire Safety

Answers to Student Activity 9a, Number 2.

1. fireman
2. exit
3. baking soda or salt
4. extinguish
5. smother
6. hot
7. blanket
8. electrical
9. smoke

FOOD SERVICE: Fire Safety Name ____________________

1. VOCABULARY WORDS:

Discuss the following vocabulary words and define each in your own words.

1. flame
2. extinguish
3. exit
4. electrical
5. smother
6. salt
7. fireman
8. hot
9. smoke
10. grease
11. blanket
12. baking soda

2. Fill in each blank with the correct vocabulary word.

1. You call a ______________ to come put out a fire.
2. A door you use to leave a building is an ___________.
3. ____________ or ________________ can be used to put out a grease fire.
4. Another way to say "put out" a fire is to ____________ a fire.
5. If you put a lid on a flaming pan, it will ____________ the flame.
6. When you stand near a fire you will feel very ________.
7. If a person's clothing catches on fire, you would wrap the person in a _____________ .
8. Always check the wires on ______________ kitchen equipment.
9. The gray and black clouds you see above a fire are called ______________ .

Student Activity 9a

Lesson Ten

FOOD SERVICE UNIT: Efficiency

GENERAL CONCEPT:

1. Efficiency is necessary to operate a kitchen successfully.

BEHAVIORAL OBJECTIVES:

1. The student will know where to place certain equipment.
2. The student will know why you place it there.
3. The student will learn the quickest way to perform specific tasks.

READINESS EXPERIENCES:

1. Do you have a large or small kitchen at home?
2. Where is your stove, your refrigerator?
3. It is a good idea to put your refrigerator next to your oven?
4. Discuss the word "efficiency".

LEARNING EXPERIENCES:

1. Using a flannel board, show student why you place certain pieces of equipment next to each other or across from each other.
2. Explain how saving steps saves time and money.
3. Having equipment together also helps to prevent accidents, (i.e. table near stove or oven to set hot pans on.)

STUDENT ACTIVITIES:

1. Have student draw a room or use the accompanying layout plan.
2. Role playing - working in an inefficient kitchen and an efficient kitchen.
3. Refer to worksheet for other activities.

FOOD SERVICE: Efficiency

Name ____________________

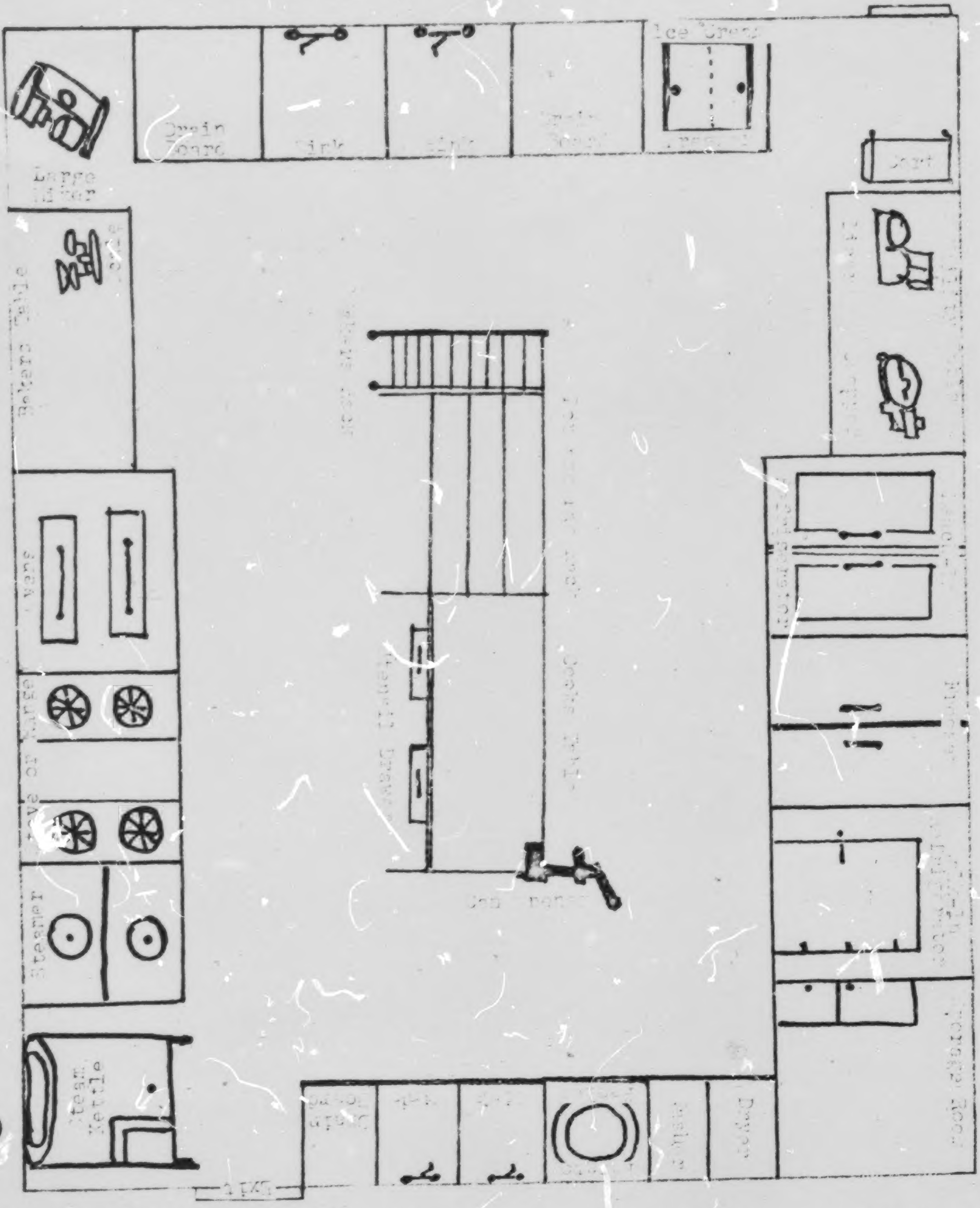
1. VOCABULARY WORDS:

Pronounce each word and write a sentence in reference to efficiency in the kitchen.

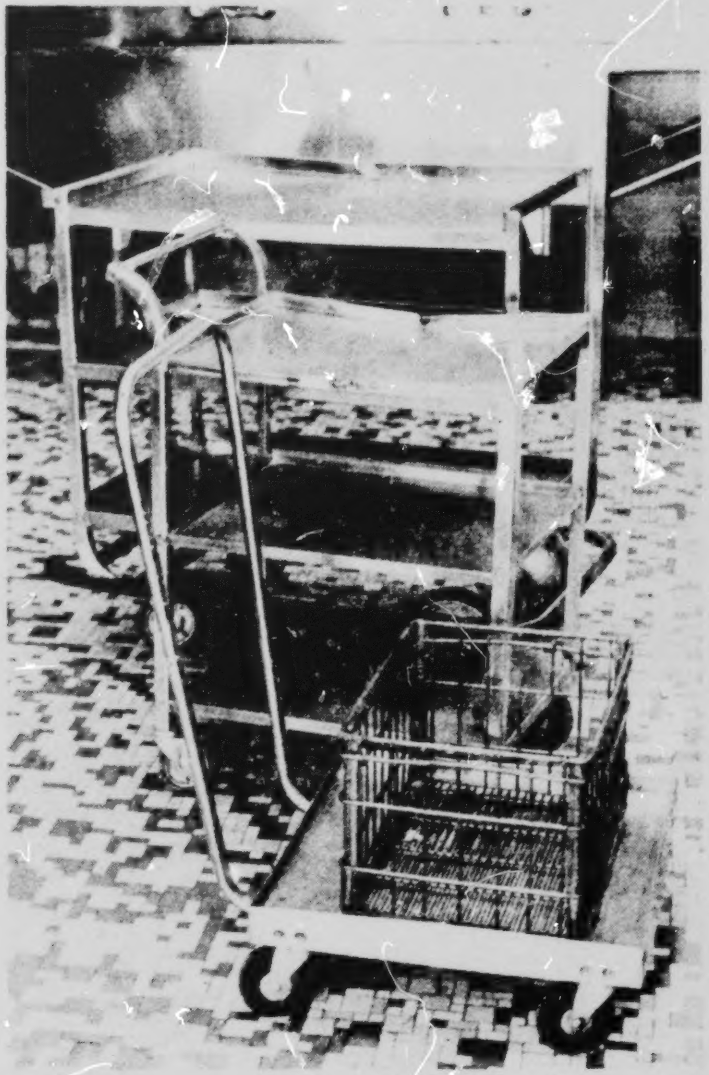
1. save
2. time
3. profit
4. money
5. steps
6. across
7. next
8. place
9. prevent
10. labor
11. oven
12. range
13. stove
14. sink

Student Activity 10a

1. Draw lines for the quickest and safest routes from place to place. Role play (i.e.- If you cooked spaghetti, after taking the pan from the stove, where would you go with it?)

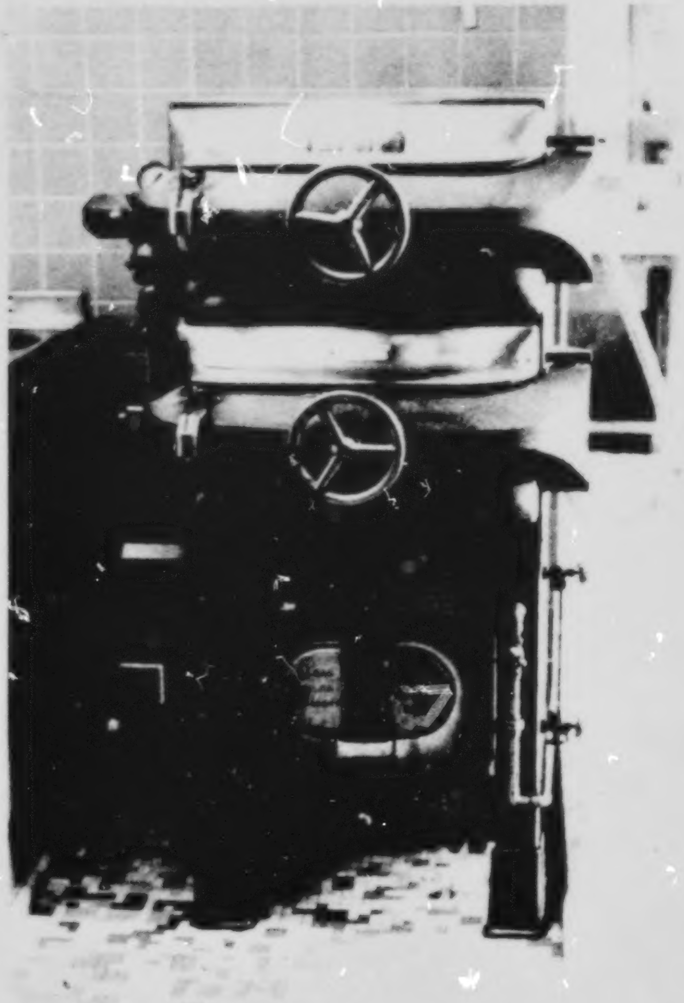

Drain Board
Sink
Sink
Drain Board
Ice Cream
Cart
Large Mixer
Bakers Table
Ovens
Stove or Range
Steamer
Steam Kettle
Utensil Drawers
Cooks Table
Can Opener
Drain Board
Washer
Dryer
EXIT
Freezer
Refrigerator

Student Activity 10b



UTILITY CARTS

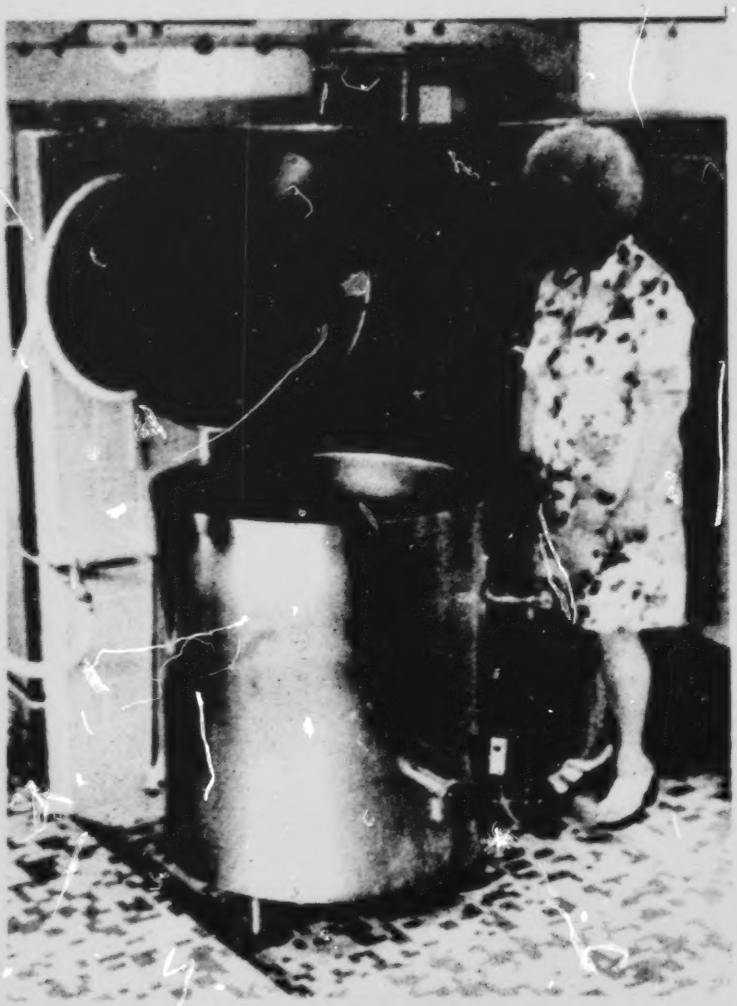
Carts play an important part in the kitchen. They save many steps for the cook or baker. When the baker is going to bake a cake, she takes the cart to the storage room and puts all the ingredients on it instead of running back and forth. This is being efficient. The carts also are used to take hot food from the kitchen or ovens to the serving area - this is a safety-measure. Do you know why it is safer to use a cart instead of carrying hot pans?



STEAMERS

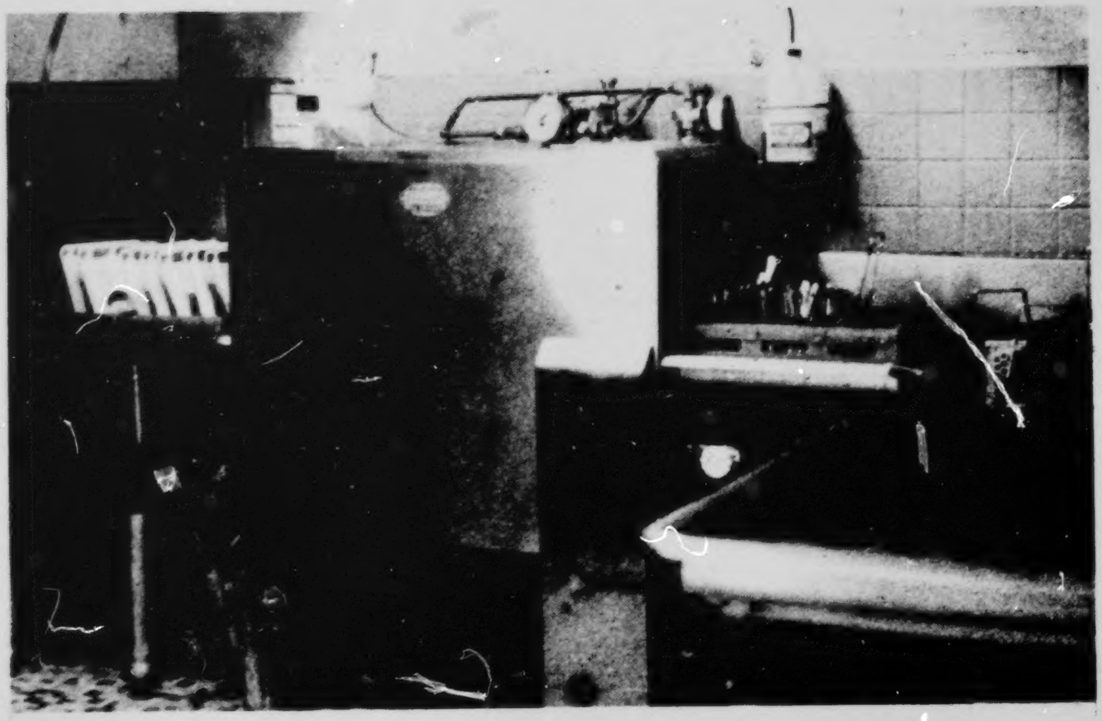
The steamer is like a pressure cooker. It cooks with steam. We use this to heat all our meats and vegetables. It's fast, and there isn't any chance of food burning. A timer is set and when the bell rings, we let out the steam and the food is ready for the serving table.

FOOD SERVICE UNIT: Efficiency



STEAM KETTLES

This kettle holds about forty gallons and is heated by steam. It is used to make all our soups, spaghetti sauces, stews, etc. Can you imagine trying to cook eighty lbs. of meat on top of the stove for spaghetti sauce! How much easier it is to put it all together in one big kettle! How many two oz. servings can we get from eighty lbs. of meat?



DISHWASHER

How long do you think it would take to wash dishes for five hundred students by hand? A long, long, time. That's why we are happy to have this automatic dishwasher. We serve three lunches and wash dishes three times a day. How many trays would that be? ______ If we used a knife, fork and spoon, how many pieces of silver would that be? ___________ The board of health inspects this dishwasher when he comes in to make sure the washing temperature is one hundred forty five degrees and the rinsing temperature is one hundred eighty degrees. The water must be hot enough to destroy bacteria.

Lesson Eleven

FOOD SERVICE UNIT: Kitchen Layout

GENERAL CONCEPT:

1. There is a difference in the layout of an institutional kitchen and a home kitchen.

BEHAVIORAL OBJECTIVES:

1. The student will be familiar with the layout of an institutional kitchen.
2. Students will be able to pick out similarities and differences between a home kitchen and institutional kitchen.

READINESS EXPERIENCES:

1. What is an institution?
2. What is an "institutional kitchen"?
3. Where do we find them?
4. How do they differ from your kitchen at home?

LEARNING EXPERIENCES:

1. Display a diagram of a typical kitchen in an institution. (audio-visual) Discuss the equipment involved and their functions in use.
2. Compare an institutional kitchen and a home kitchen. Discuss the differences in terms of quantity of food, size, sizes of equipment, number of people working in it.

STUDENT ACTIVITIES:

1. Have students clip out pictures of kitchen equipment.
2. Have students visit a kitchen in an institution.
3. Role playing.

FOOD SERVICE: Kitchen Layout

BIBLIOGRAPHY:

NOTE: Food Service Magazine. Magazine for professional services is subscribed to by most schools and institutions.

Also catalogues from dealers have photos useable for this unit.

FOOD SERVICE: Kitchen Layout Name ____________________

1. VOCABULARY WORDS

Pronounce each word and use in a sentence.

1. kitchen
2. table
3. steps
4. saves
5. layout
6. size
7. differ
8. space
9. floor
10. amount
11. number
12. employees
13. diagram
14. institution

2. Unscramble the letters to correctly spell the vocabulary words.

1. sepst
2. vseas
3. uotyol
4. apsce
5. olfor
6. benmur
7. seymilpoe
8. balet
9. ctikhne
10. zsei
11. ffierd
12. margdia
13. tutionsniti

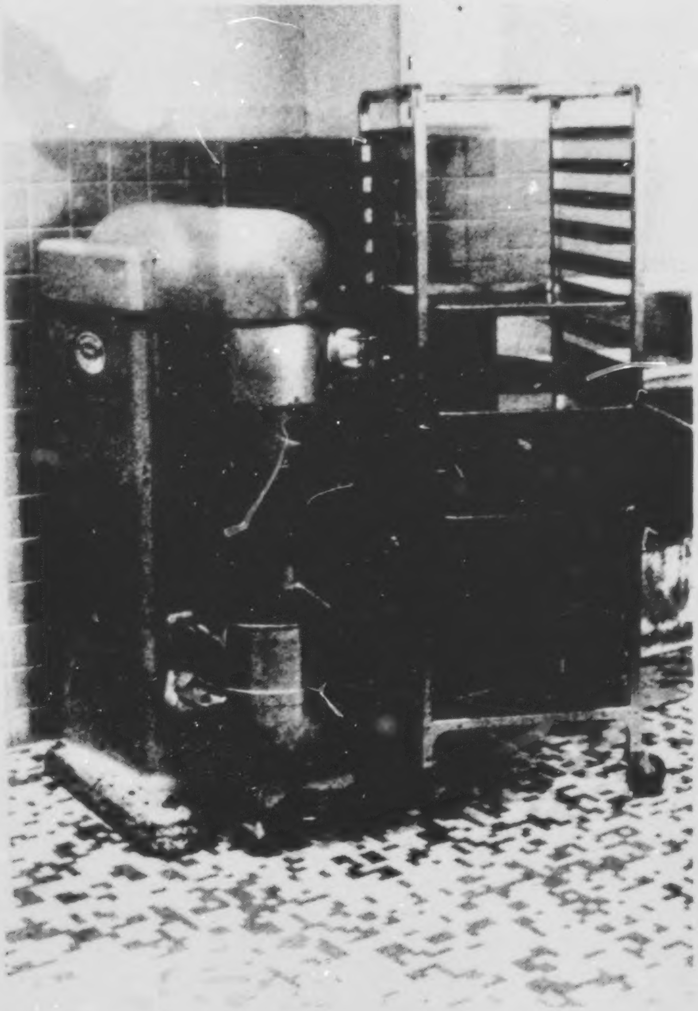
Student Activity 11a

FOOD SERVICE: Kitchen Layout Name ______________________

1. Use layout below for the kitchen. Paste the collection of pictures of equipment in an efficient arrangement, remembering exits.

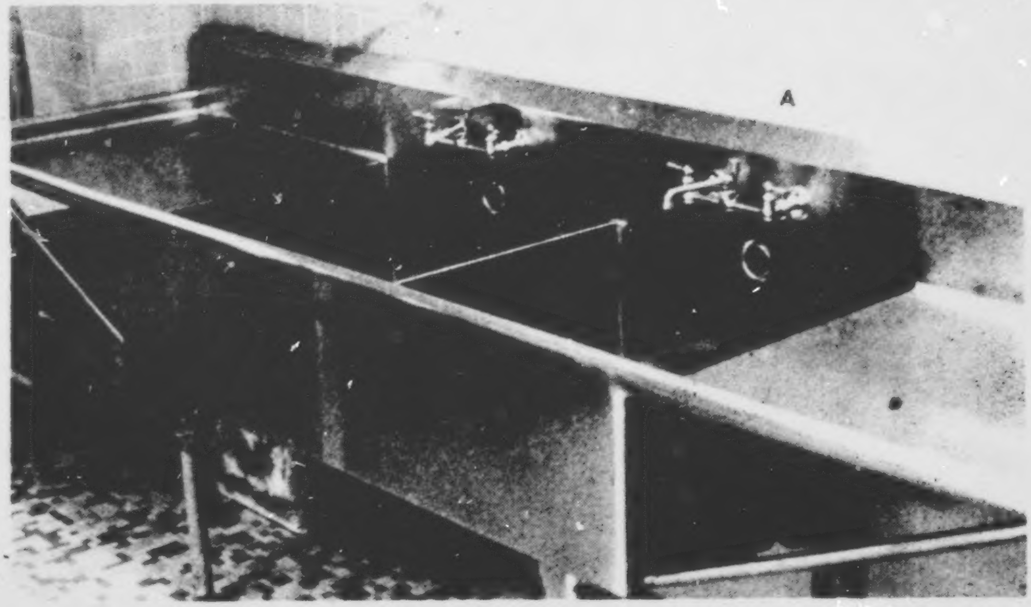
Student Activity 11b

FOOD SERVICE UNIT: Kitchen Layout

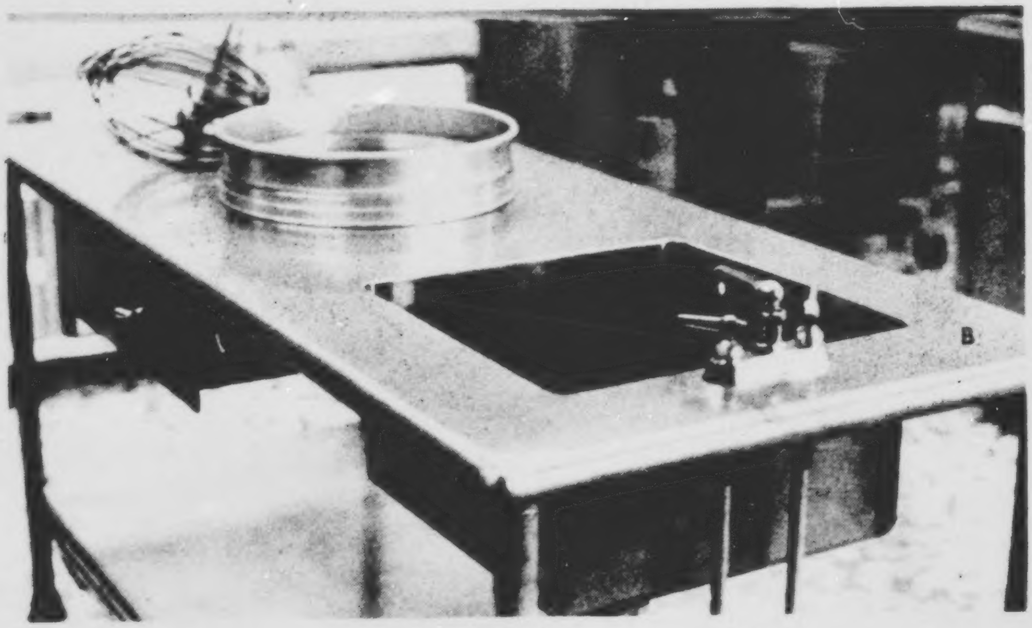


LARGE MIXER

Students surely would miss the nice hot rolls made every day without the aid of this equipment. This mixer holds 30# of flour, 3# of dry milk, 3# sugar, 3# butter, 1 cup of salt, 1# dried eggs, 1# yeast, plus 2½ gallons water. Mix altogether and you have approximately 600 dinner rolls or 400 hot dog or hamburger rolls.



A



B

SINKS

Usually kitchens have special sinks for special purposes.

A is a large sink we use to wash pots and pans.

B is a small utility sink at the end of the table we use for dishing up desserts, pouring juice or cutting butter. It's handy to rinse your hands or to rinse your cloth, after wiping up spills. Can you think of anything else we could use special sinks for?

Lesson Twelve

FOOD SERVICE UNIT: Refrigeration I

GENERAL CONCEPT:

1. It is necessary to know how to refrigerate different types of food.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the different kinds of refrigeration, (i.e. - reach-in, walk-in.)
2. The student will know the correct temperatures to store foods.
3. The student will be able to read a thermometer.

READINESS EXPERIENCES:

1. What kind of refrigeration do you have at home?
2. Why is it important to keep the correct temperature?
3. What kind of food would you store in a refrigerator?

LEARNING EXPERIENCES:

1. Bring in a thermometer, explain and check the temperature of the refrigerator (35 degrees, 45 degrees) in cafeteria kitchen and home kitchen.
2. Explain the difference between a "walk-in" and a "reach-in" refrigerator.
3. Have student list what types of food they have in refrigerator at home. Include some produce, meat, milk and cheese.
4. Describe the difference between an institution refrigerator and yours at home.

STUDENT ACTIVITIES:

1. Cut out different types of walk-in refrigerators. Put pictures of types of food stored in this type with a picture of a walk-in.
2. Do the same with reach-in refrigerators.
3. Use photographs of walk-in and reach-in refrigerators for background. Have students draw them.

FOOD SERVICE: Refrigeration I Name ____________________

1. VOCABULARY WORDS:

Pronounce and define. Teacher and student review words orally and perhaps list on board. Student will distinguish between those stored in "walk-in" and "reach-in" refrigerator by writing in proper place.

1. temperature
2. degree
3. refrigerator
4. thermometer
5. walk-in
6. reach-in
7. produce
8. meat
9. examine

2. Tell about a walk-in refrigerator and a reach-in, then list some foods you would find in these refrigerators:

WALK-IN	REACH-IN
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Student Activity 12a

FOOD SERVICE: Refrigeration I

Suggestions:

1. Walk-in - usually used for cases of produce, crates of fruit, etc.
2. Reach-in - usually used to store desserts, butter, things prepared ahead of time.

Answers to Student Activity 12b, Number 1.

1. temperature
2. degree
3. thermometer
4. walk-in
5. reach-in
6. produce
7. meat
8. refrigerator
9. examine

FOOD SERVICE: Refrigeration Name ____________________

1. Read each word from the previous worksheet and review meaning. Student will fill in blanks below.

1. t _ _ p _ r _ t _ _ e
2. d _ g r _ _
3. _ h e r _ _ m e _ _ r
4. w _ _ k - _ n
5. _ e a _ h - i _
6. _ r _ d _ c _
7. m _ a _
8. _ e f _ i _ e _ a _ o _
9. _ x _ m _ _ _

Student Activity 12b

REACH IN REFRIGERATOR

We use the name reach-in, because that's exactly what it is; you are able to stand and reach anything that's stored in it. There are doors on both sides, making it convenient to use from both sides of the kitchen. You can put foods in from the preparation side and take them out on the serving side. The vents at the bottom are to let air circulate around the motor to help keep it cool. They are not just a decoration. The temperature in the refrigerator should be thirty-five degrees to forty-five degrees.

Lesson Thirteen

FOOD SERVICE UNIT: Refrigeration II

GENERAL CONCEPT:

1. It is necessary to know why different types of food need refrigeration.

BEHAVIORAL OBJECTIVES:

1. The student will appreciate the need to prevent spoilage.
2. The student will learn the principles of food storage for appearance, preservation, and convenience.

READINESS EXPERIENCES:

1. What happens to a grocery order if it is not put away soon after purchase?
2. What happens to milk, produce, meat, cheese and butter if it is not refrigerated?
3. What is the coolest place in your house?

LEARNING EXPERIENCES:

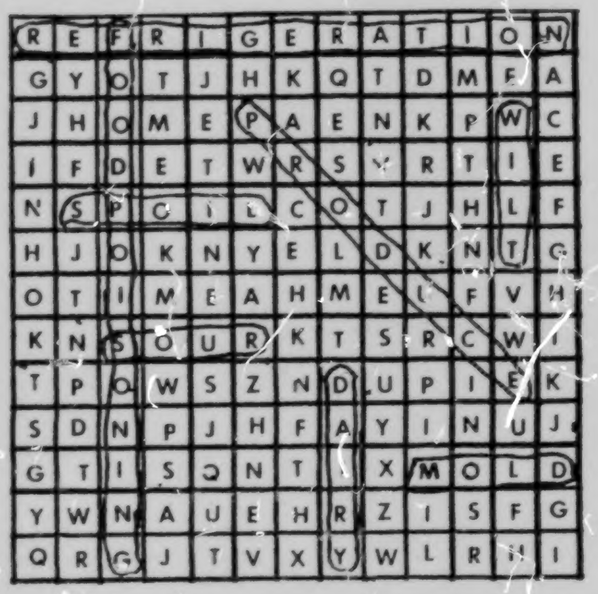
1. Take the students into the walk-in refrigerator and point out the different types of food that are kept under refrigeration.
2. Discuss the importance of preventing spoilage. (loss of money from spoiled food, loss of vitamins, food poisoning).

STUDENT ACTIVITIES:

1. Leave a small portion of milk and a piece of a vegetable (a lettuce leaf) out of the refrigerator over night. The next morning, have the students note the changes in the milk and vegetable.

FOOD SERVICE: Refrigeration II

Answers to Student Activity 13a, Number 2.



R	E	F	R	I	G	E	R	A	T	I	O	N
G	Y	O	T	J	H	K	Q	T	D	M	E	A
J	H	O	M	E	P	A	E	N	K	P	W	C
I	F	D	E	T	W	R	S	Y	R	T	I	E
N	S	P	O	I	L	C	O	T	J	H	L	F
H	J	O	K	N	Y	E	L	D	K	N	T	G
O	T	I	M	E	A	H	M	E	L	F	V	H
K	N	S	O	U	R	K	T	S	R	C	W	I
T	P	O	W	S	Z	N	D	U	P	I	E	K
S	D	N	P	J	H	F	A	Y	I	N	U	J
G	T	I	S	O	N	T	I	X	M	O	L	D
Y	W	N	A	U	E	H	R	Z	I	S	F	G
Q	R	G	J	T	V	X	Y	W	L	R	H	I

FOOD SERVICE: Refrigeration II Name ____________________

1. VOCABULARY WORDS:

Learn the meaning of each word and be able to tell what it is in your own words.

1. spoil
2. wilt
3. sour
4. mold
5. food poisoning
6. produce
7. refrigeration
8. dairy

2. Find each of the vocabulary words in the puzzle below.

R	E	F	R	I	G	E	R	A	T	I	O	N
G	H	O	M	J	D	M	N	K	I	J	E	F
N	J	O	C	E	P	H	E	C	B	A	W	C
K	G	D	F	H	I	R	I	H	E	C	I	A
H	S	P	O	I	L	K	O	T	S	N	L	E
I	K	O	C	M	E	N	I	D	B	V	T	H
A	C	I	S	T	Q	R	J	H	U	H	D	I
B	E	S	O	U	R	A	E	N	I	C	Q	J
C	A	O	F	I	N	J	D	S	A	T	E	K
E	Y	N	W	H	R	T	A	T	J	Y	W	G
H	S	I	C	A	E	N	I	Y	M	O	L	D
G	F	N	T	Y	W	F	R	W	Y	T	S	E
E	N	G	V	E	T	Z	Y	T	E	C	N	A

Student Activity 13a

Lesson Fourteen

FOOD SERVICE UNIT: Freezers

GENERAL CONCEPT:

1. It is necessary to know how and why to freeze certain foods.

BEHAVIORAL OBJECTIVES:

1. The student will know what foods belong in a freezer.
2. The student will know what temperature to keep foods frozen.

READINESS EXPERIENCES:

1. Do you have a freezer at home?
2. Is a freezer colder than your refrigerator?
3. Would you be able to keep frozen food in your refrigerator?

LEARNING EXPERIENCES:

1. Use the thermometer and explain how to read it.
2. Explain the correct temperature for the freezer, (i. e. - 0-10 degrees.) Is this the same as for the refrigerator?
3. Put thermometer in freezer and check.

STUDENT ACTIVITIES:

1. Bring in some pictures of foods that are kept in a a freezer.
2. Give students experiences using a thermometer.
3. Visit a supermarket and list the items kept in a freezer.
4. Familiarize students with procedures to freeze foods at home.

FOOD SERVICE: Freezers Name ____________________

1. VOCABULARY WORDS:

Define the following words and write a sentence for each one:

1. freezer
2. zero
3. frozen
4. ice
5. defrost
6. melt
7. freeze
8. frost

2. Draw a line between food and the correct type of refrigeration.

1. eggs
2. ice cream
3. butter
4. tomatoes
5. milk
6. frozen spinach
7. oranges
8. tuna fish
9. ice cubes

freezer

cooler

refrigerator

Student Activity 14a

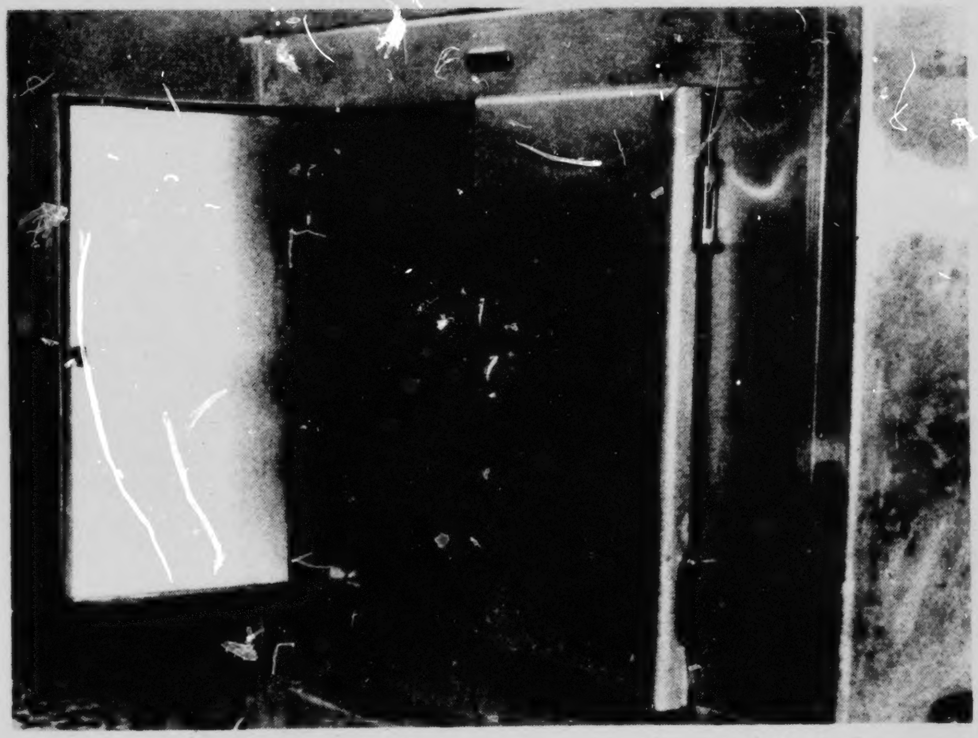
FOOD SERVICE: Freezers Name ____________________

1. Make a list of your favorite foods that are kept in a freezer and in a refrigerator.

FREEZER	REFRIGERATOR
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

Student Activity 14b

FOOD SERVICE UNIT: Freezers



FREEZER

Having a freezer is both convenient and economical. We can buy food when it's on sale and that saves money. It also does away with every day deliveries. Temperature should be ten degrees below zero to ten degrees above. Can you think of any other reasons why it would be good to have a freezer?

1. Lesson Fifteen

FOOD SERVICE UNIT: Storage Room

GENERAL CONCEPT:

1. A well organized storage room is an essential part of the kitchen.

BEHAVIORAL OBJECTIVES:

1. The student will become familiar with the arrangements in the storage room.
2. The student will be able to organize food and supplies by category (i.e. - pears w/fruit, peas w/vegetables).

READINESS EXPERIENCES:

1. At home what kind of food does your mother keep in the closet?
2. Why wouldn't she keep ice cream in the closet? (Only things that don't need refrigeration are kept in the closet).
3. Does your mother have special closets for certain things (i.e. - canned goods in one closet, paperware, etc. in another)?
4. In the kitchen we have one big closet, the storage room. What kind of things do you think we keep in it?

LEARNING EXPERIENCES:

1. Take the students into the storage room of a cafeteria kitchen and show them how things are arranged.
2. Explain the way the room is organized (i.e. - all vegetables in one area, all paper goods in another, etc.)

STUDENT ACTIVITIES:

1. Have students cut out pictures of different foods and objects that could be found in a storage room.
2. Have the students group these pictures into categories (i.e. - corn, peas, carrots all go together under "vegetables," - napkins, paper cups, "paperware", - jello and pudding, "dessert".

FOOD SERVICE: Storage Rooms Name ____________________

1. In the storage room, food and supplies are arranged in categories (things that are alike, such as corn and peas are both vegetables, so they would be in one category).

   Below you will see three words in a group. Circle the one that does not belong with the others (ex. - corn, peas, oranges.) You circled oranges because it is a fruit and corn and peas are vegetables.

   1. apples, pears, string beans
   2. tomatoes, napkins, carrots
   3. salt, knife, fork
   4. cake mix, pudding, orange juice
   5. potatoes, peas, bananas
   6. pears, paper cups, napkins
   7. tomato soup, cookies, chicken noodle soup
   8. spinach, peas, apples
   9. oranges, carrots, peaches
   10. jello, tomato soup, pudding

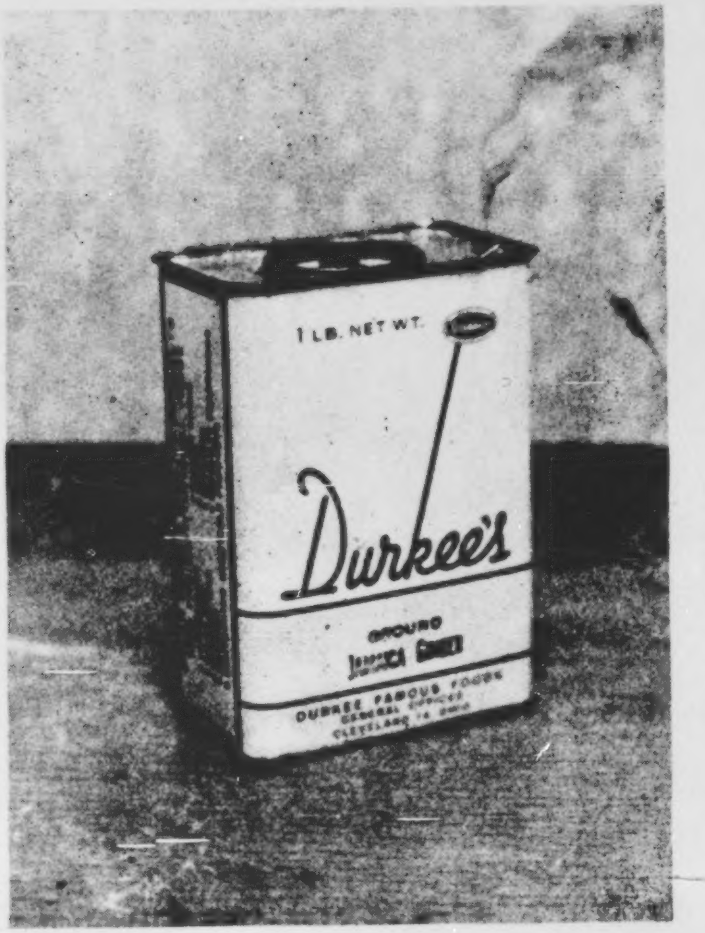
Stockton
Stockton

STORAGE ROOMS

Having a large storage room is like going to the store. Here we have all the supplies we use for food preparation and serving. The canned vegetables on certain shelves and the canned fruit and desserts on certain shelves. Spices are together and paper goods are all in one area. All the articles are dated so that we use the older things first. This room must be kept clean and well ventilated. All foods are kept in clean tight containers.

GINGER

Here is one spice found in the storage room. It is used in curry and ginger snaps. Can you think of anything else to use ginger in?


1 LB. NET WT.
Durkee's
GROUND
JAMAICA GINGER
DURKEE FAMOUS FOODS

GRANDMA'S
OLD FASHIONED
Molasses
A NATURAL FOOD

MOLASSES

This is also found on a shelf in the storage room. It is used in many things, like baked beans and cakes. Can you tell about anything else which is made with molasses?

Lesson Sixteen

FOOD SERVICE UNIT: Inventory

GENERAL CONCEPT:

1. Keeping an inventory is an important factor in the operation of a cafeteria.

BEHAVIORAL OBJECTIVES:

1. The student will be able to define the word "inventory".
2. The student will realize the necessity of the inventory, (i.e. - rotating food - same as money.)
3. The student will be able to take an inventory.

READINESS EXPERIENCES:

1. Before your mother does the grocery shopping, does she check the closets to see what she needs?
2. Does she ever buy more than one of the same thing?
3. Does she use a can that has been on the shelf or does she use the new one?

LEARNING EXPERIENCES:

1. Discuss the word "inventory" (a list of articles - number, quantity, value).
2. Explain why the cafeteria must know how much of each product it has on hand.
3. Discuss what could happen if we didn't take an inventory (and ran out of food).

STUDENT ACTIVITIES:

1. Have the students help with an inventory in the school kitchen.
2. Have the students go home and take a sample inventory in the closets of their own kitchens. (Use the sample inventory form on the work sheet).

FOOD SERVICE: Inventory

Answers to Student Activity 16a, Number 2.

1. inventory
2. produce
3. rotate
4. unit
5. amount
6. quantity
7. asset
8. value

FOOD SERVICE: Inventory Name ____________________

1. VOCABULARY WORDS:

Pronounce and define.

1. inventory
2. asset
3. groceries
4. produce
5. articles
6. value
7. unit
8. amount
9. cash
10. rotate
11. quantity
12. number

2. Fill in the blanks with the vocabulary words.

1. Once a month you should take an _ _ v _ _ t _ _ y.
2. Lettuce and tomatoes are called _ r _ _ _ c _.
3. We should _ _ t _ t _ food so we always use the oldest.
4. A _ _ _ t is the size or weight of the container.
5. An _ m _ u _ _ is the number of articles you have.
6. Cafeterias buy food in _ _ _ _ t _ t _.
7. Groceries on the shelf is an _ _ s _ t.
8. A large inventory is of great v _ _ u _.

Student Activity 16a

FOOD SERVICE: Inventory   Name ____________________

Monthly Inventory
Month of ______________ 19______

ITEM	UNIT	AMOUNT	UNIT PRICE	TOTAL	AMOUNT	UNIT PRICE	TOTAL
CANNED FRUIT							
Apple Sauce							

CANNED VEGETABLES

Green Beans							

GROCERIES

Catsup							

FOOD SERVICE UNIT: Inventory

SANTA ANA
California
TOMATO CATSUP
Monarch
CONDENSED
VEGETARIAN
VEGETABLE SOUP
NET WEIGHT 51 OZ. (3 LBS. 3 OZ.)
Lasco
Valencia
Orange Breakfast
GRANULES
af
chicken
flavor

CANNED GOODS

DIXIE
DIXIE DIXIE
CUPS CUPS
MARATH
JR. COMP
GLAD
STRAWS
DIXIE

PAPER GOODS

Lesson Seventeen

FOOD SERVICE UNIT: Weights And Measures

GENERAL CONCEPT:

1. Accuracy in weighing and measuring is important in food preparation.

BEHAVIORAL OBJECTIVES:

1. The student will be familiar with measuring cups, measuring spoons, kitchen scales and weights and measures and be able to use them accurately in kitchen work.

READINESS EXPERIENCES:

1. Why are scales and measuring devices used?
2. Why is it important to know how to use scales and measures?

LEARNING EXPERIENCES:

1. Bring in a kitchen scale - discuss measuring device used. Give students practice using it.
2. Review basic fractions - whole, ½,¼.
3. Bring in measuring instruments, (i.e. - cups, spoons, quarts and gallons.) Give students practice using these.

STUDENT ACTIVITIES:

1. Have student bring in different size containers.
    a. 1 lb. - butter or oleo carton
    b. 1 qt. milk carton
    c. 1 gal. milk container
2. Have student pour cups of water into qt. containers. How many?
3. Have student pour quart of water into gallon. How many?
4. Practice dividing an apple or orange into different sectional measurements. (¼'s, ½'s.)

FOOD SERVICE: Weights And Measures

Answers to Student Activity 17a, Number 1.

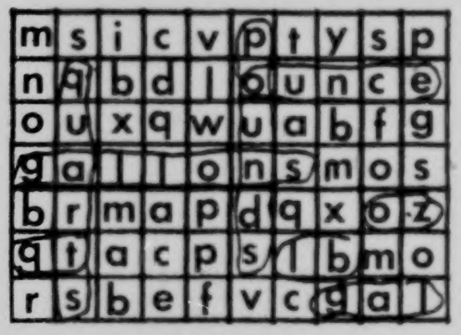
16 ounces

4 cups

32 ounces

4 quarts

Answers to Student Activity 17a, Number 3



m	s	i	c	v	p	t	y	s	p
n	q	b	d	l	o	u	n	c	e
o	u	x	q	w	u	a	b	f	g
g	a	l	l	o	n	s	m	o	s
b	r	m	a	p	d	q	x	o	z
g	t	a	c	p	s	l	b	m	o
r	s	b	e	f	v	c	g	a	l

Answers to Student Activity 17b, Number 1.

ounces	pounds	quarts	gallons
1. pepper	1. butter	1. mayonaise	1. milk
2. candy bars	2. coffee	2. orange juice	2. ice cream
3. cinnamon	3. meat	3. mustard	3. olives
	4. bread		4. pickles

FOOD SERVICE: Weights And Measures   Name ____________________

1. Fill in the blanks:

__________ ounces = 1 pound

__________ cups = 1 quart

__________ ounces = 1 quart

__________ quarts = 1 gallon

2. Learn these abbreviations:

oz. - ounces

lb. - pounds

qt. - quart

gal. - gallon

3. Pick out the words and abbreviations from this word search game.

M	S	I	C	V	P	T	Y	S	D
N	Q	B	D	T	O	U	N	C	E
O	U	T	H	W	U	A	B	F	G
G	A	L	L	O	N	S	N	O	R
A	R	D	J	T	D	C	T	O	Z
Q	T	A	C	R	S	L	B	M	O
R	S	D	E	F	V	K	G	A	L

Student Activity 17a

FOOD SERVICE: Weights And Measures Name ____________________

1. List under its proper column some foods that can be bought in these weights and measurements:

ounces	pounds	quarts	gallons

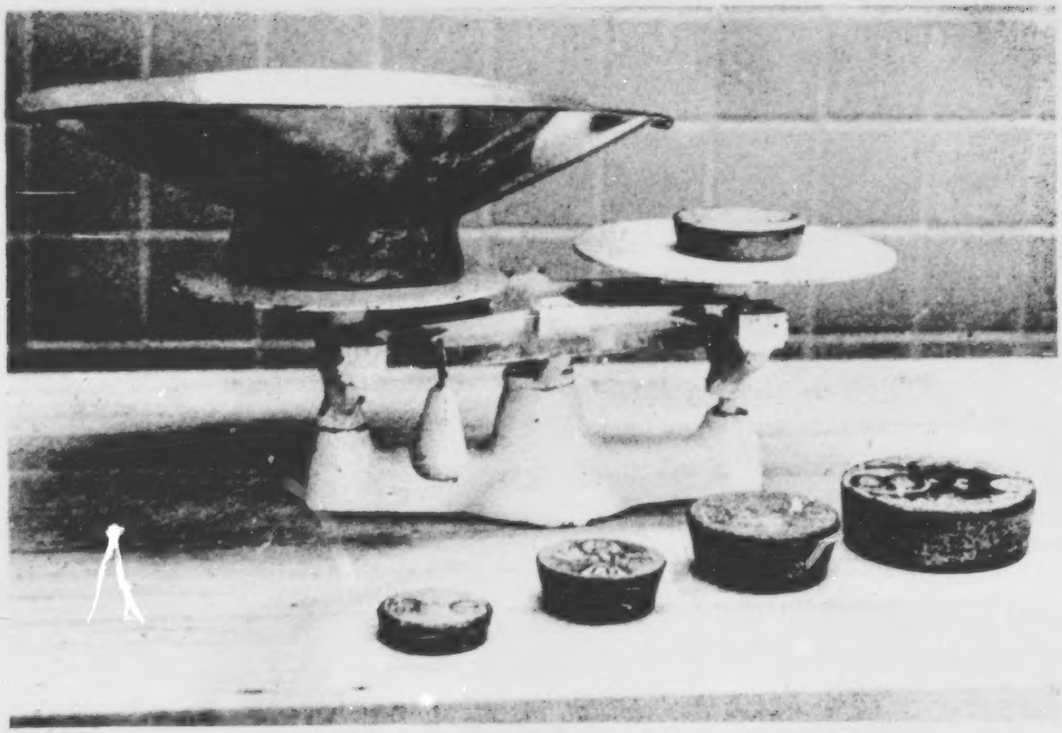
Student Activity 17b

FOOD SERVICE UNIT: Weights And Measures

MEASURES

How could we possibly get along without measuring? Years ago people measured with "pinches" and "handfuls". Today we like to know exactly how much flour to put in a cake, exactly how much milk, etc.

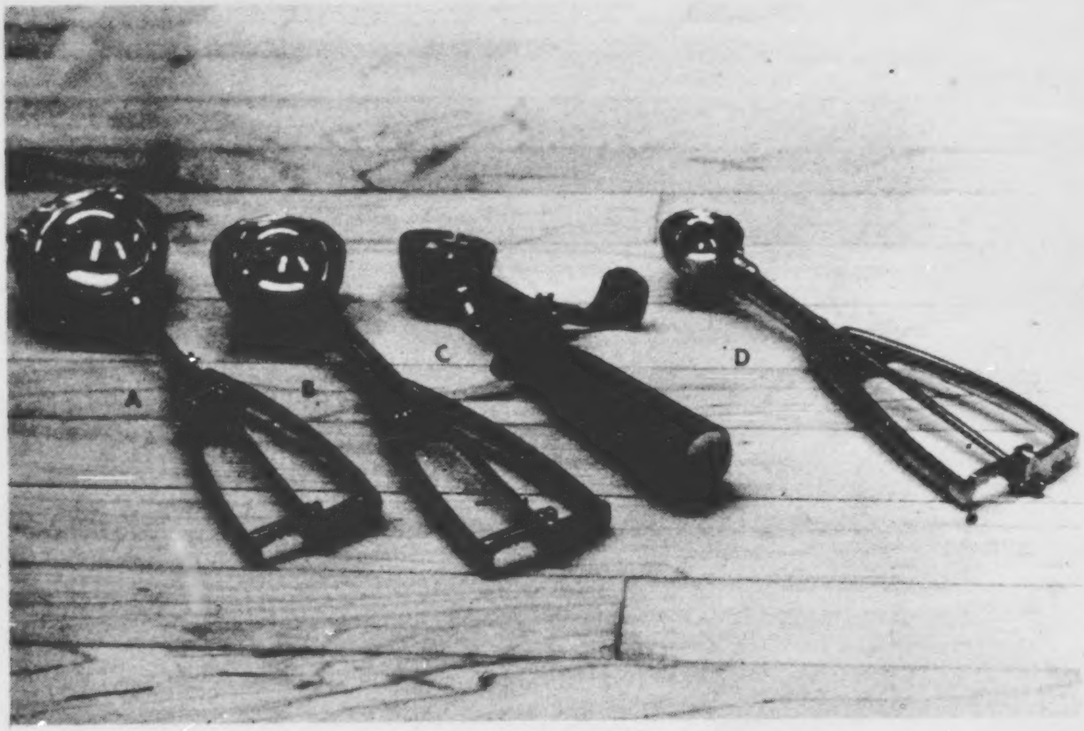
1. Do you know how many ounces in a cup?
2. How many cups in a quart?
3. How many ounces are there in a large juice can?
4. There are 128 ounces of juice in a gallon. How many 4 ounce cups would you get from 1 gallon?



SCALES

The scale is used every day. The baker uses it to measure flour; the cook uses it to make sure we are serving 2 ounce portions of meat. There are four weights here, (1 lb., 2 lb., 4 lb. and 8 lbs.) There is a scale pan and a balance weight that must be used every time the pan is used. If you look closely at the picture you will notice the scale is not balanced - one side is higher than the other. They must be even before you use them.

1. If you wanted to weigh 10 lb. of flour, what weights would you use?
2. If you wanted 3 lbs. of sugar, what weight would you use?



SCOOPS

Scoops are a favorite tool in the kitchen. When you look at these scoops, I'm sure you think of ice cream. There are many other things these scoops are used for - dipping cookies, meat balls, mashed potatoes. They also measure the right amount of food.

A. #12 scoop holds 3 oz. used for making salisbury steak or serving mashed potatoes.

B. #20 scoop holds 2 oz. used for serving jello, pudding.

C. #40 scoop holds 1 oz. used for dipping cookies.

D. #70 scoop holds ½ oz. used for relish, cranberries.

FOOD SERVICE UNIT: Utensils

GENERAL CONCEPT:

1. There is a specific utensil for specific jobs.

BEHAVIORAL OBJECTIVES:

1. The student will know the definition of the word "utensils".
2. The student will know there are certain tools or utensils for certain jobs.

READINESS EXPERIENCES:

1. What would you use to stir pudding while it was cooking?
2. Why wouldn't you use a fork?
3. If you wanted to dish up soup, what would you use?
4. Do you think the utensils would be larger in a school cafeteria than at home?

LEARNING EXPERIENCES:

1. Bring in large utensils; the kind used in school cafeterias or restaurants and some from home.
2. Compare sizes and discuss why the large ones would be impracticable for home use and the smaller sizes impracticable for larger kitchens.

STUDENT ACTIVITIES:

1. Lay out utensils. Have students pick one out and tell what they are used for.

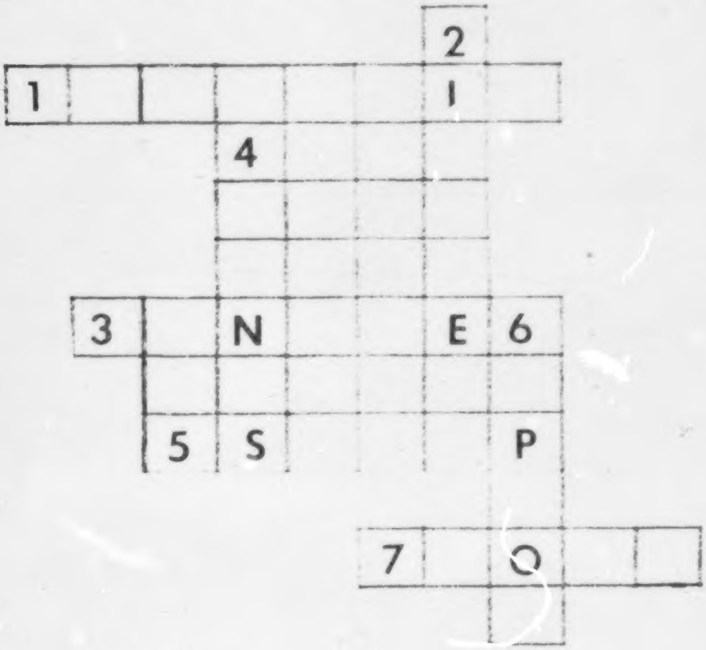
FOOD SERVICE: Utensils Name ____________________

1. You have just seen a few utensils that were talked about in class. Now circle any you recognized in the list below and write what they are used for:

1. knife
2. ladle
3. spoon
4. spatula
5. fork
6. pancake turner
7. tongs
8. scoop
9. butter cutter
10. dough cutter

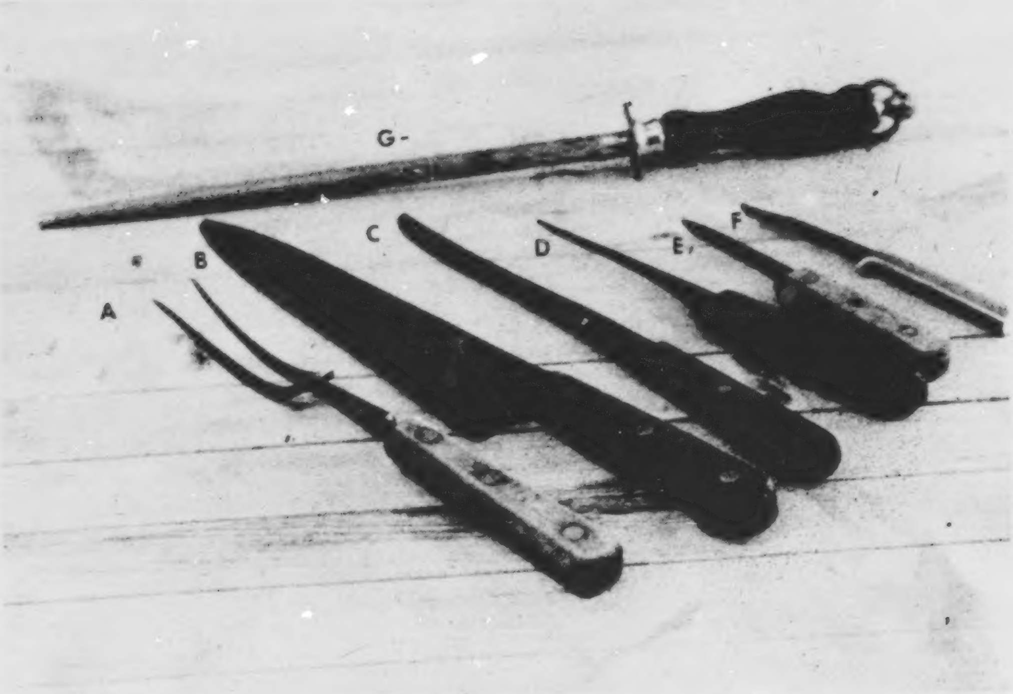
2. Use the following utensils in the crossword puzzle below:

knife, ladle, spoon, spatula, fork, tongs, scoop



Student Activity 18a

FOOD SERVICE UNIT: Utensils



KNIVES AND FORKS

What would it be like to be in a kitchen without any knives or large forks? What if the knives were dull and we were not able to sharpen them? Here are some of the different kinds of tools we use every day in preparing food.

A. Large fork used for lifting meats from the roasting pans

B. Chef's knife, used for cutting and chopping

C. Knife used for slicing

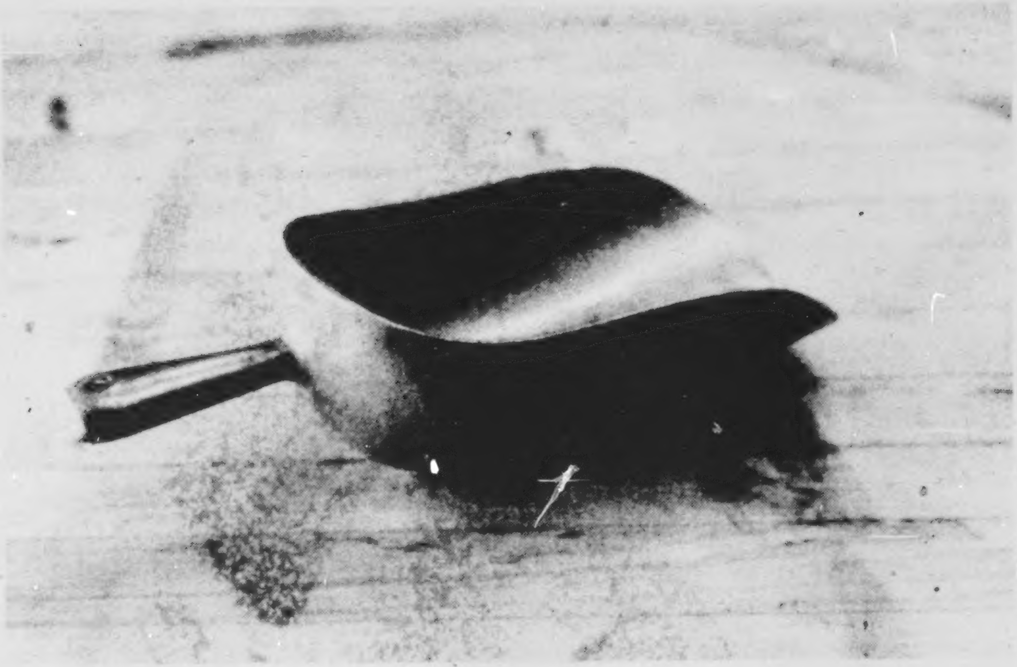
D. Large boning knife used for boning turkeys

E. Small boning knife

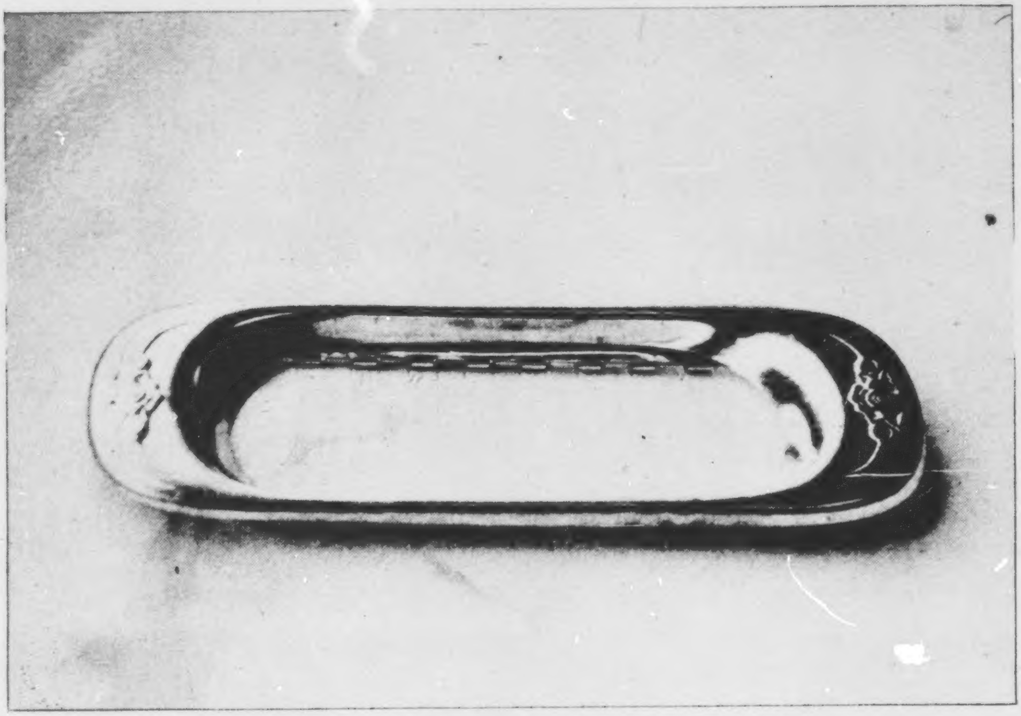
F. Paring knife, used for paring, slicing, etc.

G. Steel, used to keep our knives very sharp

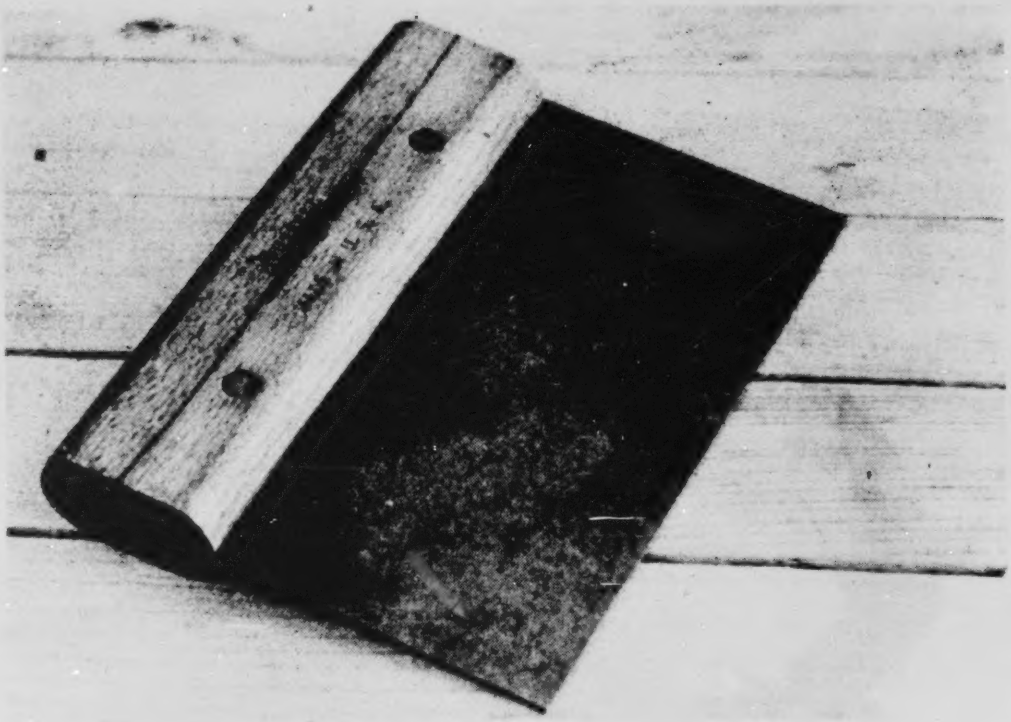
FOOD SERVICE UNIT: Utensils



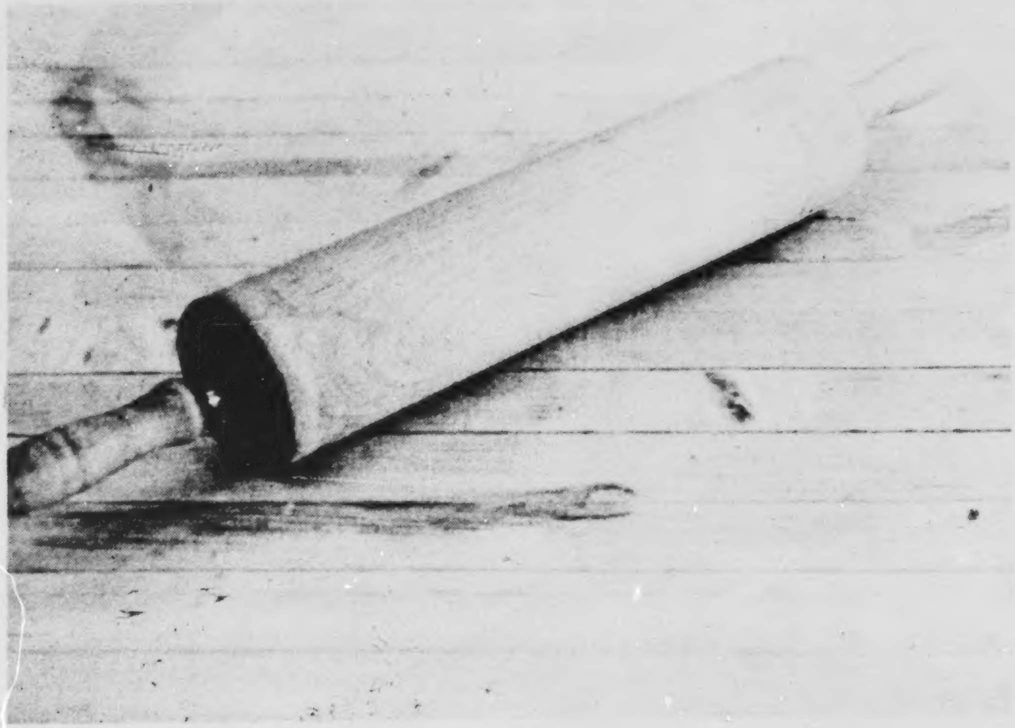
LARGE SCOOP, used for flour or sugar



BUTTER CUTTER, used to cut ¼ lb. pieces of butter into pats.

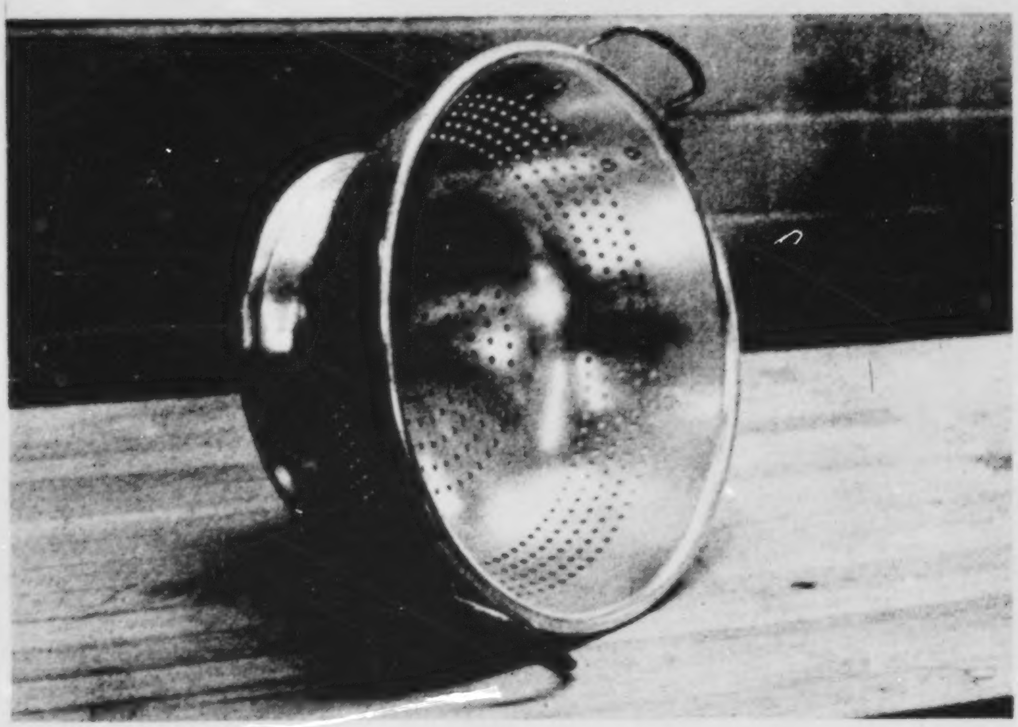


A baker sure would miss her DOUGH CUTTER.



or her ROLLING PIN.

FOOD SERVICE UNIT: Utensils



QUIZ

1. Can you identify this utensil? ____________

2. What is it called? __________

3. It has many uses. How many can you name?

   1.

   2.

   3.

   4.

   5.

Lesson Nineteen

FOOD SERVICE UNIT: Kitchen Equipment (can openers)

GENERAL CONCEPT:

1. It is important to correctly use a can opener.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify several kinds of can openers.
2. The student will be able to correctly operate these can openers.

READINESS EXPERIENCES:

1. Have you ever used a can opener?
2. What kind did you use? What did you open?
3. Discuss the importance of the top of the can being clean before opening.

LEARNING EXPERIENCES:

1. Show the student the different types of can openers used in the home and the commercial kitchen.
2. Demonstrate the operation of these can openers.

STUDENT ACTIVITIES:

1. Make a list of the different kinds of can openers.
2. Let students practice opening cans.
3. Make instructional bulletin board or posters.

FOOD SERVICE: Kitchen Equipment (can openers)

Answers to Student Activity 19a, Number 2.

1. can opener
2. puncture lid
3. tin
4. clean top
5. edge
6. open

FOOD SERVICE: Kitchen Equipment (can openers)

Name ____________________

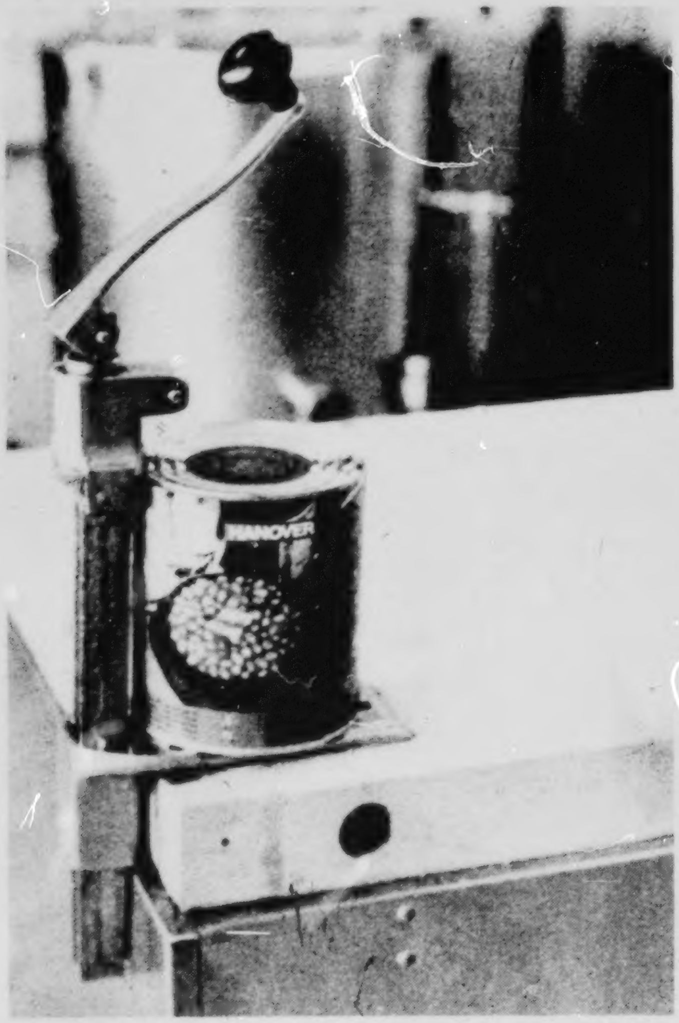
1. VOCABULARY WORDS:

Pronounce and use in a sentence, stating proper use in the kitchen.

1. can
2. opener
3. lid
4. puncture
5. sharp
6. top
7. edge
8. tin
9. clean
10. open

2. Fill in the blank spaces, using the vocabulary words.

1. The ________ ______________ is heavy.
2. You must ________________ the ______________ first.
3. The _______________ is sharp.
4. We always ______________ the _____________ off.
5. You cut around the ______________ of the can.
6. It is easy to _____________ a can.



CAN OPENER

Where would we be without the good old can opener. This one opens many cans in a day. It is quite simple to operate. All you do is lift the handle straight up, put the can under it and push down, puncturing the lid. Then bend the handle down and turn it to your right. The can opener opens cans of all sizes, but in the kitchen we use mostly #10 cans. They are the large size, packed for industrial use.

Lesson Twenty

FOOD SERVICE UNIT: Kitchen Equipment (slicers, choppers graters)

GENERAL CONCEPT:

1. It is important to know the function of the different pieces of kitchen equipment.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the different pieces of equipment found in the kitchen.
2. The student will be able to define the uses of certain pieces of equipment, (i.e. - slicer, chopper, grater).
3. The student will be able to correctly operate certain pieces of equipment.

READINESS EXPERIENCES:

1. What kind of equipment do you have in your home for slicing, chopping or grating?
2. What kind of foods would you slice? Chop?
3. What kind of foods would you grate?

LEARNING EXPERIENCES:

1. Show students the different types of equipment used for slicing, chopping and grating.
2. Show students the types of equipment found in the commercial kitchen versus that found in the home kitchen.
3. Talk about safety in the use of these pieces of equipment.

STUDENT ACTIVITIES:

1. Have students slice cheese, grate carrots and chop tomatoes, using home equipment.
2. Demonstrate, using commercial equipment.
3. Make safety posters.

FOOD SERVICE: Kitchen Equipment (slicers, choppers, graters)

Answers to Student Activity 20a, Number 2.

1. slice
2. chop
3. grate
4. slicer
5. chopper
6. grater

Answers to Student Activity 20a, Number 3.

1. red or yellow
2. orange
3. white or yellow

FOOD SERVICE: Kitchen Equipment (slicers, choppers, graters)

Name ____________________

1. VOCABULARY WORDS:

   Pronounce; use in a sentence about its proper use in the kitchen.

   1. slice
   2. chop
   3. grate
   4. slicer
   5. chopper
   6. grater

2. Fill in the blanks with the correct word.

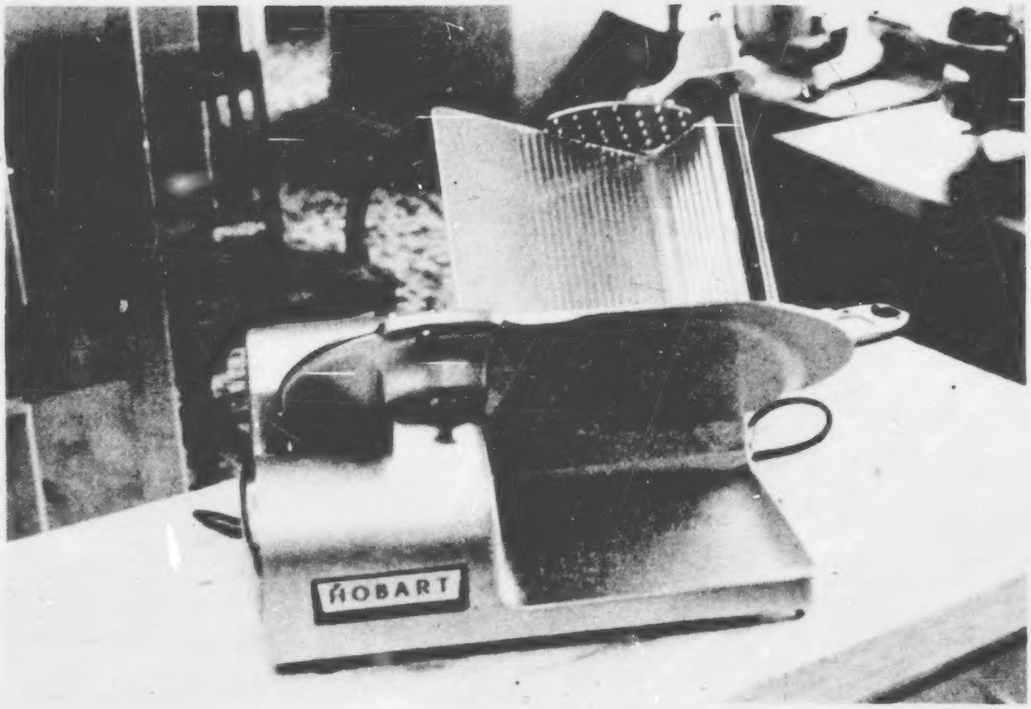
   1. You will ____________ the cheese for a sandwich.
   2. Please ____________ the tomatoes for the pizza.
   3. ____________ the carrots for a salad.
   4. You will slice the cheese on the __________.
   5. We chop the tomatoes with the ____________.
   6. Did you grate the carrots on the __________.

3. Fill in the blanks with the colors of the food listed below.

   1. Tomatoes are _________ or ________.
   2. Carrots are _____________.
   3. Cheese could be _________ or __________.

Student Activity 20a

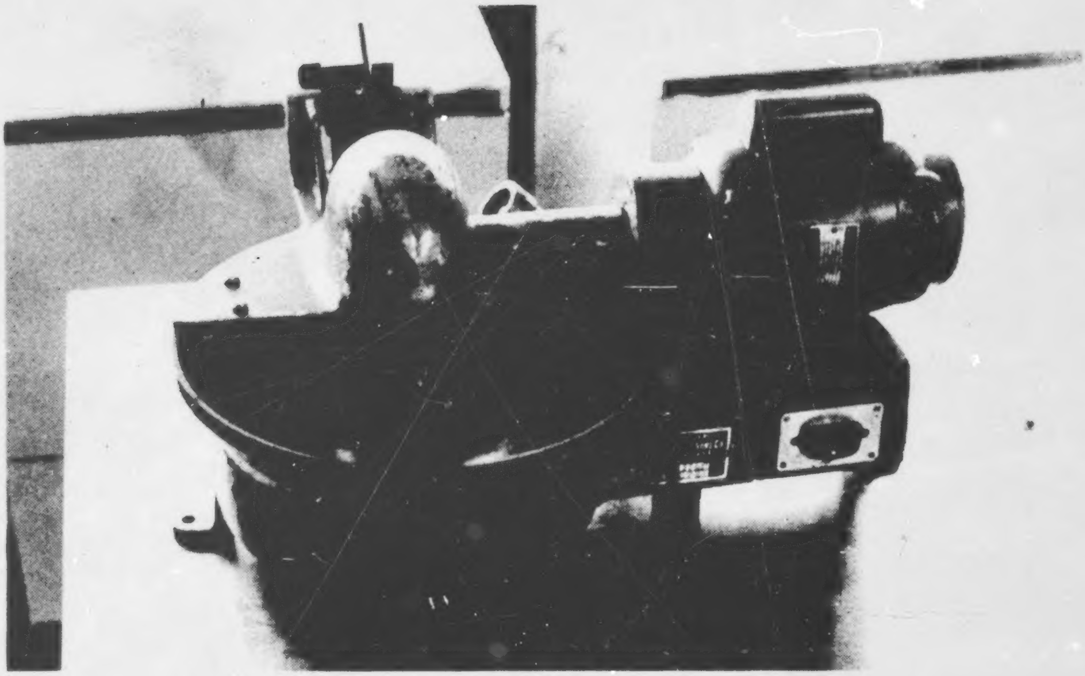
FOOD SERVICE UNIT: Kitchen Equipment (slicers, choppers, graters)



ELECTRIC SLICER

The slicer is a great help in the kitchen, but also a piece of equipment we are very careful of. For safety reasons, we have a "no talking" policy, when using it. Think how long it would take to slice enough lunch meat for 300 hoagies, if we did not have this slicer. Can you figure out how many pounds of meat we would need to have 2 ounces in each hoagie?

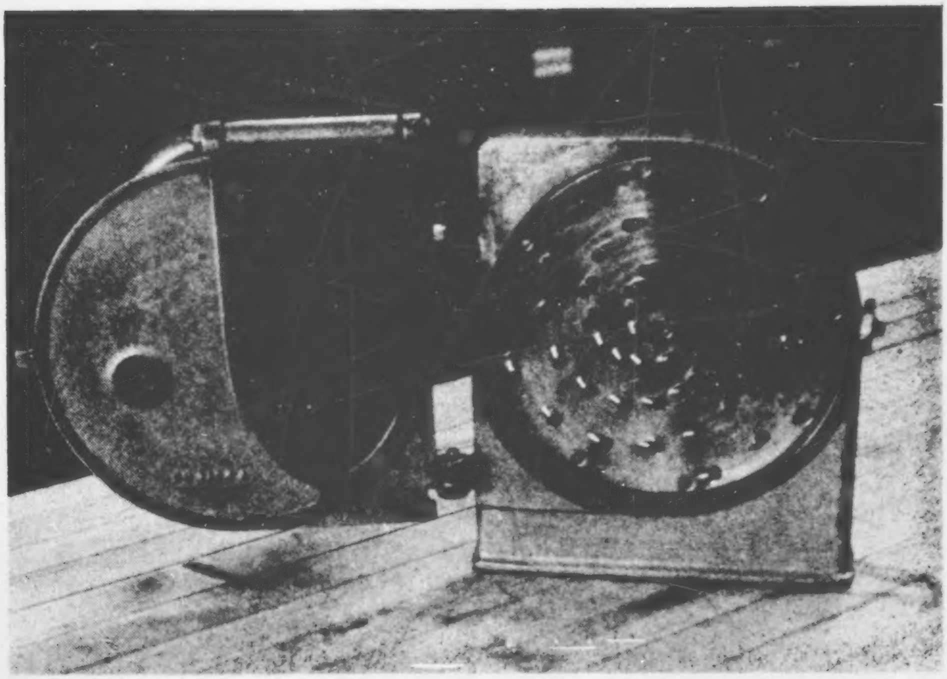
FOOD SERVICE UNIT: Kitchen Equipment (slicers, choppers, graters)



BUFFALO CHOPPER

Our kitchen would be less efficient if we were without this piece of equipment. Everyday we need chopped vegetables for cole slaw, salads, soup and sauces. What would we chop for cole slaw? ____________ For spaghetti sauce? ______ ______ For vegetable soup? ____________

FOOD SERVICE UNIT: Kitchen Equipment (slicers, choppers,
graters)



GRATER

This grater is an accessory that fits on our large mixer and runs from the motor. We use this to grate cheese for pizza. Do you think this is faster than doing it by hand? What else could we use this grater for?

1.

2.

3.

4.

5.

Lesson Twenty-One

FOOD SERVICE UNIT: Kitchen Equipment (stoves and ovens)

GENERAL CONCEPT:

1. It is necessary to understand the functions of the stove and ovens.

BEHAVIORAL OBJECTIVES:

1. The student will be able to identify the cooking equipment.
2. The student will be able to define the uses of the stove and ovens.
3. The student will know what kinds of food you would cook, bake, roast and broil.

READINESS EXPERIENCES:

1. What kind of a stove does your mother use (i.e. - gas, electric)?
2. What type of food would you cook on top of the stove? In the oven?
3. Discuss temperatures (i.e. - low heat, medium heat, high heat). Show oven thermostat.

LEARNING EXPERIENCES:

1. List safety rules, if you use matches to light a gas stove.
2. List safety rules for using an electric stove.
3. Discuss the importance of using pot holders.

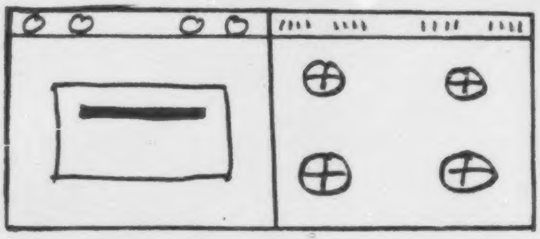
STUDENT ACTIVITIES:

1. Have student bring in pictures of a stove.
2. Have students make instructional posters dealing with the use of stoves and ovens.
3. Make posters dealing with safety in use of stoves and ovens.
4. Make potholders out of nylon loops and looms.

Lesson Twenty-One

FOOD SERVICE: Kitchen Equipment (stoves and ovens)

Answers to Student Activity 21b, Number 1.



Oven (front view)	Stove (top view)
1. cakes	1. soup
2. pies	2. coffee
3. rolls	3. water
4. meat	4. spaghetti
5. fish	5. fried potatoes
6. macaroni & cheese	6. tomato sauce
7. baked potatoes	7. eggs
8. cookies	8. pudding
9. poultry	9. peas
10. pudding	10. carrots

FOOD SERVICE: Kitchen Equipment (stoves and ovens)

Name ____________________

1. VOCABULARY WORDS:

Pronounce each word and use in a sentence.

1. oven
2. stove
3. low
4. gas
5. hot
6. electric
7. bake
8. cook
9. roast
10. heat

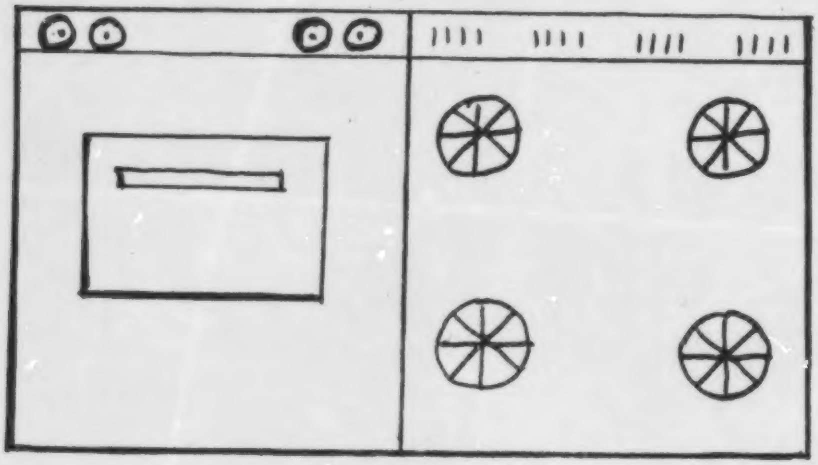
Student Activity 21a

FOOD SERVICE: Kitchen Equipment (stoves and ovens)

Name ____________________

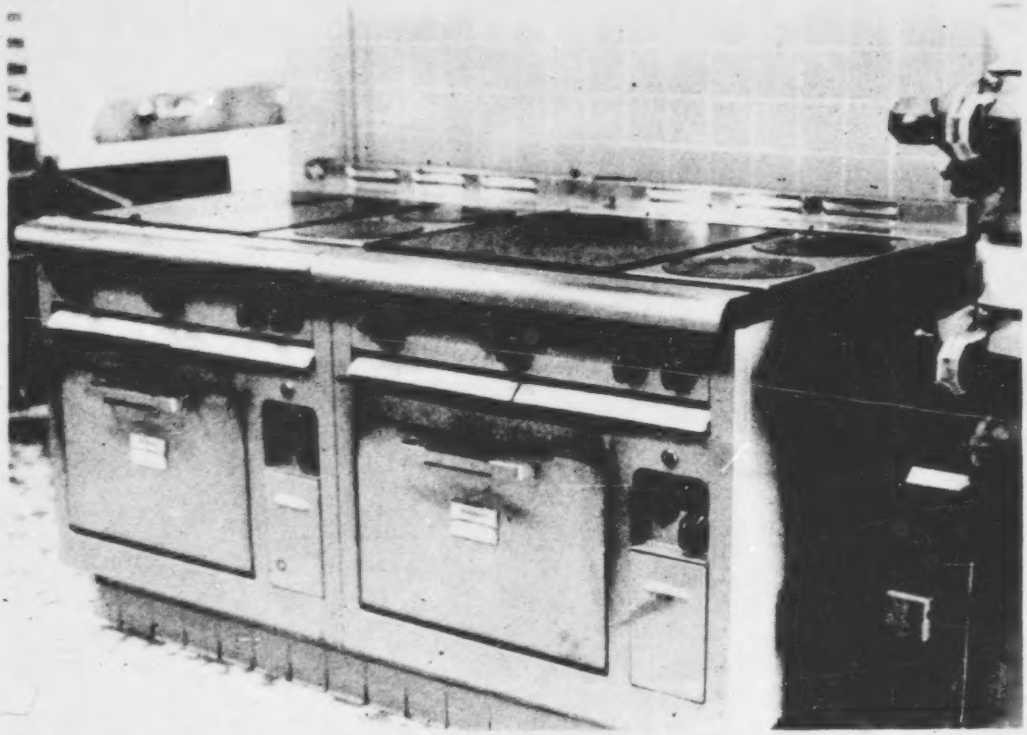
1. Label the equipment below and list foods that are cooked or baked under the proper picture.

Oven (front view) Stove (top view)



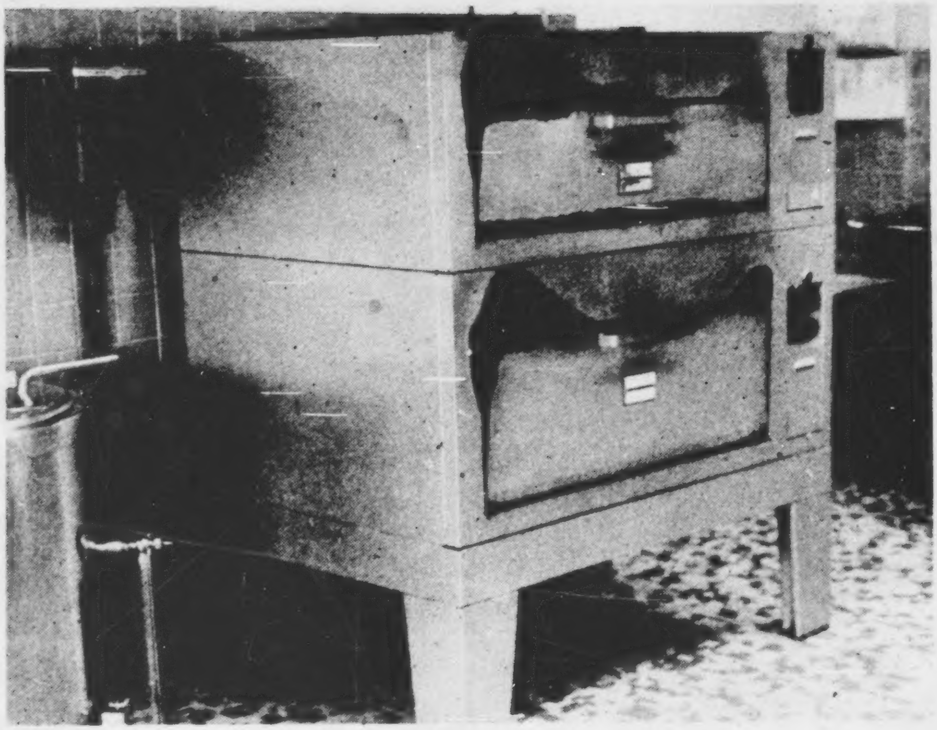
Oven (front view)	Stove (top view)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Student Activity 21b



STOVES

Institutional kitchens have stoves very much like yours at home except for the size. Do you think there would be room in your kitchen for a stove this size? How many ovens do you see? How many round burners? How many square grills?

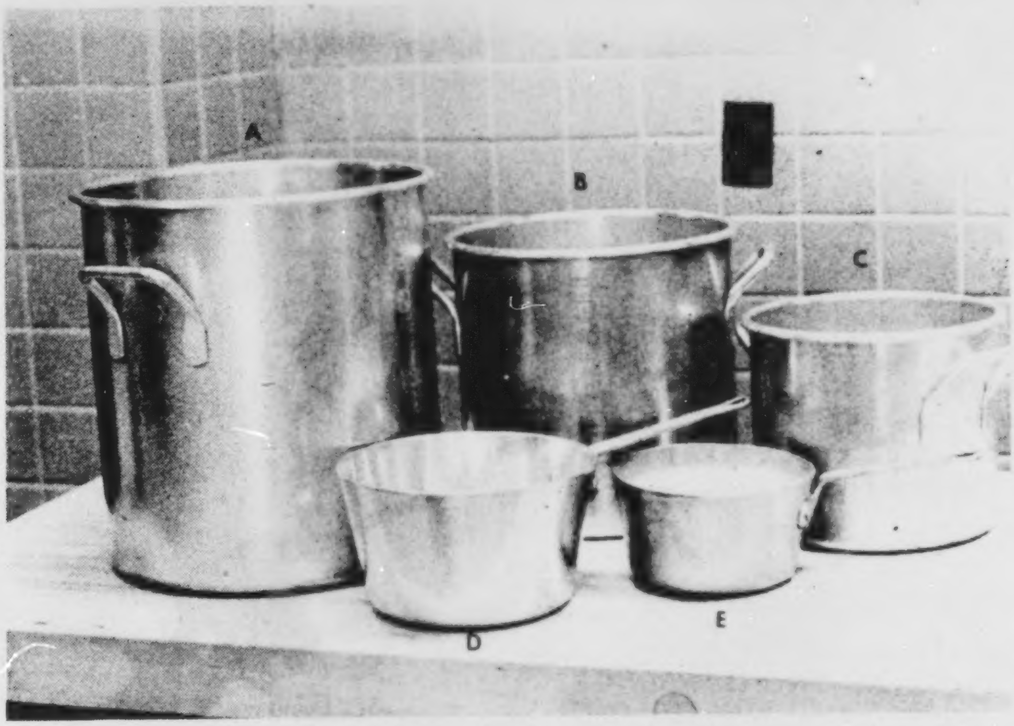


OVENS

Beside the two ovens in the stove, we also have two stacked ovens. These are used mostly for baking cookies, rolls and cakes. These ovens each hold two 18 x 26 trays. When we bake rolls we put 70 on a tray.

1. How many can we bake at a time?

2. How many dozen is that?



POTS

How many lunches could we serve if there weren't any pots to cook in? We have all sizes and shapes, but these are the most popular.

"A" is a large stock pot, that holds 10 gallons. How many quarts does it hold? ________

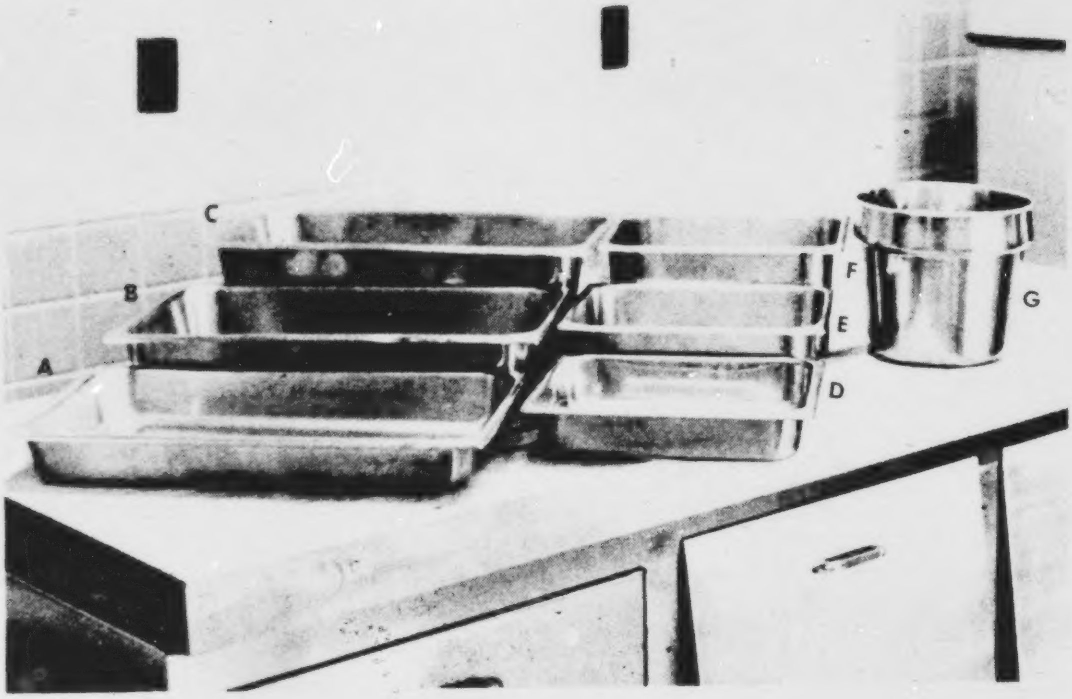
"B" is a medium stock pot, that holds 24 quarts. How many gallons does it hold? ______

"C" is a small stock pot, which holds 12 quarts. How many cups would that be? ________

"D" is a sauce pan, which we use to melt butter; make small amounts of white sauce, etc. It holds 5½ quarts.

"E" is a pot which holds 2 3/4 quarts. We use it mostly for dipping up soup, spaghetti sauce, etc. into the serving pans.

FOOD SERVICE UNIT: Kitchen Equipment (stoves and ovens)



PANS

These pans are great for convenience and efficiency. They can go from the oven or from the refrigerator to the serving line. That cuts down on labor.

"A" is 2" high and holds 7½ quarts. We use this mostly for jello and puddings.

"B" is 4" high and holds 14½ quarts. This is used for baking meat loaves or macaroni and cheese. It holds approximately 200 servings, using a #20 scoop.

"C" is 6" high and holds 22 quarts. This is used for mashed potatoes, tossed salads, etc.

"D" is a half pan. It's 2" high and holds about 3¼ quarts. We use this for relish, mayonnaise, etc.

"E" is also a half pan. It holds 7¼ quarts and is used for cranberries, etc.

"F" is a half pan, which holds 11 quarts and is used the most. We serve soup, gravy and sauces from it.

"G" is a round serving pan which is also used for soups and sauces.

Lesson Twenty-Two

FOOD SERVICE UNIT: Serving Portions

GENERAL CONCEPT:

1. To receive the correct amount of vitamins, minerals and proteins to meet the Type A Lunch,* food must be measured exactly.

BEHAVIORAL OBJECTIVES:

1. The student will be familiar with the nutritional requirements of a school lunch.
2. The student will be able to measure the correct portions needed for a school lunch (i.e. - ¼ fruit and ½ cup vegetable).

READINESS EXPERIENCES:

1. What are vitamins, minerals and proteins? How do we get these?
2. Do you think it is important to have a certain amount of each one at every meal?
3. Does your mother make sure that you eat good meals? Why?

LEARNING EXPERIENCES:

1. Explain the four basic food groups and how much of each one you must have on a Type A* school lunch.
2. Show the students the different utensils used to measure the food portions, (i.e. - a two oz. scoop used for vegetables or fruit).

STUDENT ACTIVITIES:

1. Have students cut the different school lunch menus out of the newspaper. Students can check them and see if all the food groups have been included.

* See reverse of this page for explanation.

FOOD SERVICE: Food Portions

Teacher Suggestions:

* Type A Lunch

2 oz. meat
3/4 cup fruit or vegetable, (i.e. - ¼ cup veg., ½ cup fruit)
1 serving enriched bread
1 teaspoon butter
½ pint whole milk

FOOD SERVICE: Serving Portions Name ____________________

L. VOCABULARY WORDS:

Pronounce each word and write a complete sentence.

1. vitamins
2. minerals
3. proteins
4. diet
5. portion
6. nutrition
7. requirements
8. type
9. balanced
10. menu

Student Activity 22a

FOOD SERVICE: Serving Portions Name ____________________

1. Make up 3 different lunch menus. Be sure that you'include a food from each of the 4 groups (meat, dairy, bread, fruits and vegetables).

#1

____

____

____

____

____

#2

____

____

____

____

____

#3

____

____

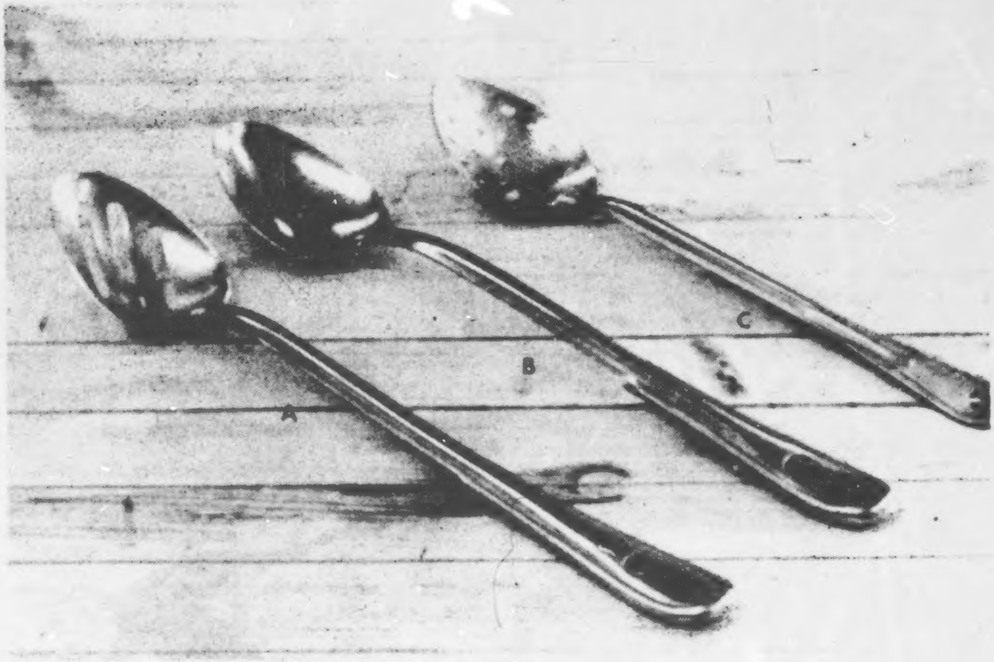
____

____

____

Student Activity 22b

FOOD SERVICE UNIT: Serving Portions



SERVING SPOONS

Three different kinds of spoons are used in serving.

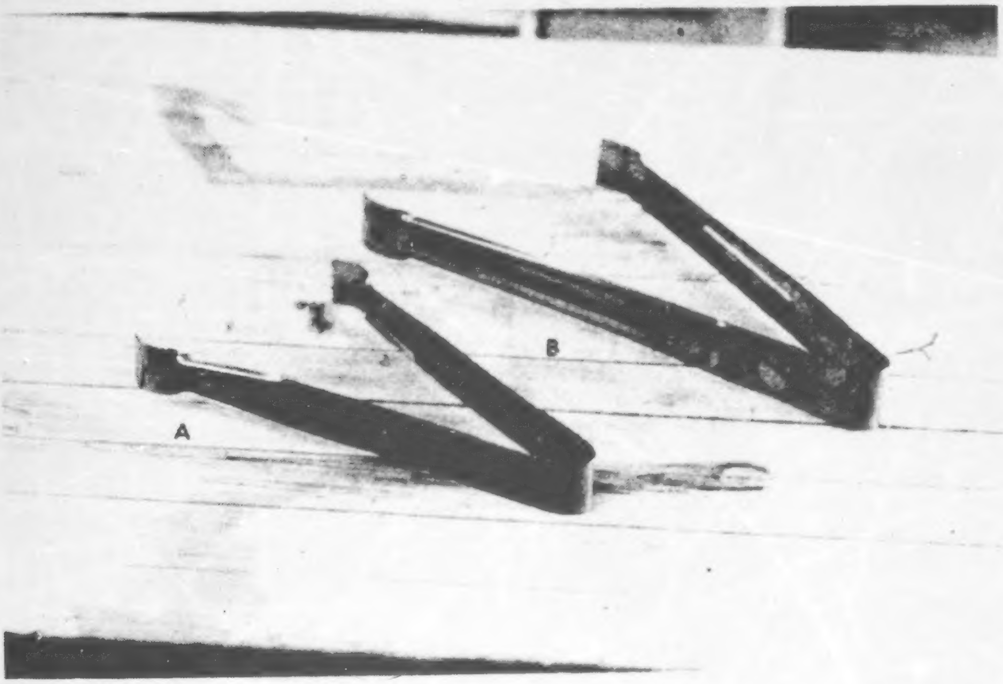
"A" is slotted, used for serving food that doesn't require any juice or gravies.

"B" is solid, used for foods that do require juices or sauce.

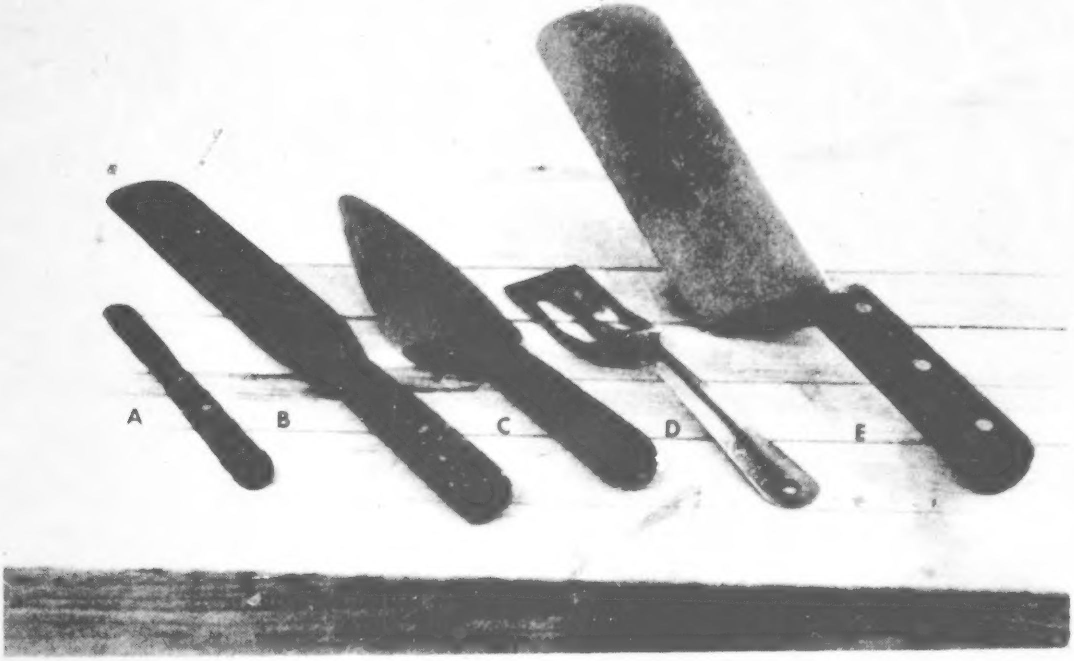
"C" is perforated, used also for food that doesn't require any liquid.

Can you name any other fruits, vegetables or meats, that we might use the different spoons for?

SLOTTED	SOLID	PERFORATED
1. Potatoes	1. Meat balls	1. Green Beans
2.	2.	2.
3.	3.	3.
4.	4	4.

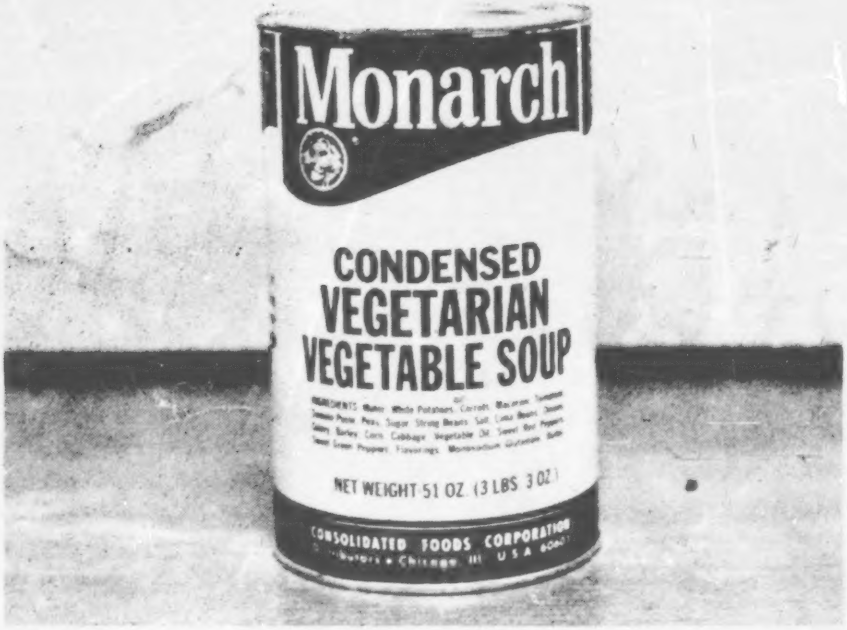


TONGS We use two sizes of tongs to serve. "A" is small and is used for salads. "B" is larger and used to serve chicken, etc.



TURNER & SPATULAS These are very useful in cooking and serving. "A" is a butter spreader. "B" is a large spatula, used for icing cakes. "C" is a pie server. "D" is a cake server. "E" is a large turner, used for turning hamburgers, etc.

FOOD SERVICE UNIT: Serving Portions


Monarch
CONDENSED
VEGETARIAN
VEGETABLE SOUP
NET WEIGHT 51 OZ. (3 LBS. 3 OZ.)
CONSOLIDATED FOODS CORPORATION

QUIZ

1. How many ounces are in this can of soup? ________
2. If we add 1 full can of water to it, how many ounces would we have? ________
3. How many 6 oz. servings could we get from this can, including the 1 can of water? ________
4. How many students would it feed? ________

FOOD SERVICE UNIT: A Task In Baking (cookies)

A TASK IN SCOOPING COOKIES

Here the student performed the task of scooping cookie dough from a mixing bowl onto a tray. The task was done neatly and quickly. The student was very pleased with her accomplishment.

Lesson Twenty-Three

FOOD SERVICE UNIT: A TASK IN BAKING (COOKIES)

Dipping Cookies

a. Get a cart from the storage area

b. Wheel the cart to the pan rack; get 8 large trays (metal trays) and put them on the cart.

c. Wheel the cart to the metal table; get a number 40 scoop from the drawer.

d. Get paper liners from the lower left hand drawer in the baking table; place one liner on each tray.

e. Scoop cookie dough from the bowl, filling scoop full. Level off the dough, by pressing the scoop against the side of the bowl.

f. Place the scoop of dough on the cookie tray; 5 scoops across and 6 scoops down.

g. Press dough down slightly.

h. When a tray is full, place it on the baker's rack until ready to bake.

Here are some problems to help us know how many cookies we made and what our profit will be:

1. If you put 5 scoops of dough across the tray and 6 scoops of dough down, how many cookies will be on each tray?
2. If we have 8 trays of 30 cookies each, how many cookies will there be altogether?
3. We sold 240 cookies at 5¢ each. What will our profit be?

Vocabulary Words: Discuss the meaning of these words and write a complete sentence for each one.

1. total
2. profit
3. level

Lesson Twenty-Four

FOOD SERVICE UNIT: A TASK IN PREPARATION (DISHING UP DESSERT)

Dishing Up Dessert

a. Get a cart

b. Go to storage room

c. Select fruit for the day's menu from the shelf and put on the cart.

d. Pick up package of dessert dishes and lids from the shelf and put on the cart.

e. Wheel cart to can opener (on wooden table).

f. Wipe tops of cans with a clean cloth.

g. Lift handle of can opener; place can under handle; push down and turn handle, until the can is completely open.

h. Get pan from under the table (same table as the can opener) and put fruit in pan.

i. Put the pan on the cart with the dessert dishes and wheel the cart to the metal table up front by the refrigerator.

j. Get #20 scoop from the table drawer. Fill the scoop with fruit and place in a dessert dish.

k. Close each dish with a lid and place on tray.

This task was given to the students to see how well they followed directions.

FOOD SERVICE UNIT: A Task In Preparation (Dishing Up Dessert)

The first step before opening a can is to make sure it is clean. Here the student is cleaning off the can with a clean dish cloth. Why do you think this is so important?

FOOD SERVICE UNIT: A Task In Preparation (Dishing Up Dessert)

The second step would be to open the can; then remove the lid, being careful not to cut yourself. Discard the lid and empty the can in its correct container for trial removal.

FOOD SERVICE UNIT: A Task In Preparation (Dishing Up Dessert)

The can has been cleaned and opened. Now the students empty the contents into a serving pan. It will be put on a cart and taken to another area to be dished up into serving portions. The student followed directions as to where to find the canned fruit in the storage room, what kind of dishes to use and what number scoop to use to get the right portion.

FOOD SERVICE UNIT: A TASK IN PREPARATION (CUTTING BUTTER)

Cutting Butter

a. Get cart and butter chips from the storage area.

b. Go to the freezer and get a pan of ice. Put the pan on the cart.

c. Get a knife and the butter cutter from the right hand drawer in the wooden-top table; put on the cart.

d. Get 6 plastic trays from the pan rack.

e. Wheel cart to the front metal table.

f. Put 35 butter chips on each of the 6 plastic trays

g. Go to the refrigerator and get 3 pounds of butter.

h. Unwrap the butter and cut into quarters. Lay the quartered pieces on the ice (this will keep it hard until you are ready to cut the butter into pats)

i. Take the butter cutter and press it through the quartered piece of butter, making 18 pats. Put the pats on the butter chips, which are on the plastic trays.

J. Put the finished trays in the refrigerator until you are ready to use them.

PROBLEMS

1. If you make 6 trays of 35 butter chips each, how many butter chips will you have altogether?

2. If you cut 3 pounds of butter into quarters, then cut each quarter into 18 pats, how many quarters will you have? How many pats did you make?

VOCABULARY WORDS: Pronounce the words and write a complete sentence using each word.

1. pound
2. quarter
3. butter
4. chips
5. pats

Lesson Twenty-Six

FOOD SERVICE UNIT: A TASK IN CLEANING UP

Wiping Tables

a. Get a bucket from the mop room.

b. Fill half of the bucket with warm water.

c. Add ¼ cup of soap and ¼ cup of ammonia to the water (get measuring cup from the baking table).

d. Get dish towels from the dryer.

e. After the students have left the lunch tables, rinse your towels in the bucket and wipe off all the tables. Make sure that you gather the crumbs in your towel. Never brush the crumbs onto the floor.

f. Wipe off all tables after each of the three lunch periods. (Do a thorough job after the last lunch).

PROBLEM: Here is a problem to help you measure.

If there are 8 ounces in 1 cup and 4 ounces in ½ cup, how many ounces are there in ¼ cup?

VOCABULARY WORDS: Discuss the meaning of these words and unscramble the letters in the right column to spell the words.

1. rinse
2. soap
3. crumbs
4. ounces
5. wipe
6. ammonia

1. psoa
2. senir
3. bscmur
4. csneuo
5. pwei
6. maamnoi